# THE AMERICAN Sthool Board Journal

Founded March, 1891, by WILLIAM GEORGE BRUCE

Volume XLV, No. 6

DECEMBER, 1922

Subscription, \$3.00 the Year



Time to Get Out on the Highway.

# The Village Superintendent and The Young Teacher

By a Western Village Superintendent.

With the possible exception of the rural oneroom schools, more beginners in teaching are found in our village schools than in any other branch of the teaching profession. We people in the smaller school systems cannot offer good experienced teachers either the salaries or social advantages that the larger cities can. As a result we must go directly to the teacher training institutions when we have to replace the people who leave us at the end of the school

This situation has its compensations it is true. These girls just out of teachers' college have a freshness of viewpoint and an enthusiasm that the experienced teacher often lacks. The faculty at their college or state normal school has taken them upon the heights spiritually, and has imbued them with an ardent zeal for the work which they are about to enter. If we use care in their selection we find that most of the educational recruits in our faculty possess all the fervor of a missionary.

With all their enthusiasm and ambition however they do need guidance. They are not finished teachers. Excellent as is the work of the state teachers' colleges or normal schools, they have their students in their charge too short a time to acquaint them with more than the rudiments of teaching. Their practice teaching has been confined to a few subjects, and has been conducted under conditions very much different from those they encounter in our classrooms. It is in their first years of teaching while under our supervision, that these young women will acquire most of their professional education.

Unforunately there is none of our numerous duties which we are more sorely tempted to neglect than that of training the teachers in our corps. We deal with business men on our school boards, and most of us have the business man's instinctive desire to stay at his desk until it is cleared of the day's accumulation of mail and other routine matters. We could undoubtedly be spending our time to better advantage getting first hand knowledge of the way that the fourth graders are learning their long division, but many of us spend the best hours of the day disposing of correspondence, most of it of a trifling nature. An array of brightly colored graphs and hosts of carefully marshalled statistics displayed about the office make an excellent impression upon visitors; to prepare them takes time. Our communities are rigorous in their demands upon our time. Unless we take an unlimited amount of interest in movements of general community uplift, we are considered dead, so we give precious hours to the promotion of lyceum courses.

### Reinforcement by Coaching.

On the other hand, coaching of young and inexperienced teachers like most useful forms of teaching is not showy work. Its results are not self-evident to the public. Often the people to whom we give the most help say the least about it. An occasional visitor from a neighboring teachers' college and a discriminating state inspector realize what we are doing, but otherwise the training of teachers in service has few rewards to offer except the satisfaction that results from a useful service well done. Nevertheless those of us who have sufficient professional spirit to do next that which will render the greatest service to our schools and education in general will not neglect it.

Here are some of the ways in which we superintendents can help the young teachers in our force. It is true that the procedure outlined here will be of assistance to the more experienced people in our faculty too, but it is particularly necessary where several of our teachers are lacking in experience.

The careful standardizing of all routine matters throughout the school helps very much. A definite system should regulate the passing of the lines at dismissal and recess, the issue of materials, the handling of lighting and heating, and any other phase of school activity where economy of time and energy results from the formation of proper habits of procedure. Before beginning her work each teacher is given a typewritten outline of the procedure to be followed in all routine matters. At the same time she is given a detailed program of the opening day. Since I have been doing this, I have found that the opening day of school has not been the trial to teachers and adventure to the youngsters that it formerly was.

Preparation for the Opening Day.

There is a two-fold advantage in such a careful preparation for the opening day. Every new teacher naturally dreads the opening day. She is afraid that she may make a poor start, that she may do the wrong thing. When everything is prepared for the teacher by her superintendent she is relieved of this anxiety, and begins her work with the confidence that comes from definite knowledge that she is doing the right thing.

Secondly, it inspires the new teacher with respect for her superintendent. She feels that he really knows his work, and that she can go to him with her problems and get real help. She feels that she is working in a school system where things are planned, and do not happen haphazard. The teachers acquire at the very beginning of their years' work that feeling of security and pride that any person possesses who knows that he is a member of a well conducted and successful organization.

With the opening day of school behind us, I give the teachers all the help I can in the preparation of their permanent programs. ten years of supervision of inexperienced elementary school teachers, I have found that even the best of them are not equal to the task of making out a program that will give each subject in the curriculum the proper amount of time. Primary teachers come from the state normal school or teachers' college knowing theoretically that reading is a much more important subject in the first grade than is arithmetic. Nevertheless if left to their own devices, they often plan a program that will give arithmetic as much time in the first grade as reading. It is practically essential that the grade teachers be handed a time schedule on which to build thier programs. At the beginning of the current school year for instance, our second grade teacher was handed the following time allotment to guide her in preparing her

Number of Minutes per Week to be Devoted to Each Subject. Reading 450, Writing 75, Arithmetic 160, Language 90, Spelling 100, Geography 50, Hygiene 35, Nature Study 25, Music 75, Art 50, Physical Education 50.

The Need of Supervision.

After the teacher has prepared a tentative program based on the schedule of time allot-

ment, I generally have a conference with her at which we whip it into permanent shape.

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The new teacher needs very close supervision. Unless circumstances make it absolutely impossible, I visit her room every day. Of course visiting in itself is not of very much value, but I try to produce some piece of constructive criticism as a result of every visit. Sometimes, I am able to help the teacher at the moment of the visit. The other day I was visiting a primary grade, and the little youngster who was reading orally was pegging along slowly, word by word, keeping his place by means of a book mark. I suggested to his teacher, "I wonder if Harold could read faster if he did not mark the place."

"I don't think he can keep his place without a marker," she replied.

Nevertheless she had the boy try to read without his bookmark. Of course it was evident to her at once that he could read much more rapidly and smoothly when his eye-sweep was not restrained by the mark.

Often such a little suggestion given to the teacher while in her room can make a vast difference in the technique of her teaching. If the superintendent comes into the room often enough so that the student pay no attention to his visits, such hints can be dropped to the teacher without attracting the attention of the students or their knowing that the supervisor has made a suggestion at all for that matter. If it cannot be done without their knowing about it, I do not think that it should be done at all. It is better for the teacher to blunder along in her own way even though it be crude and experimental, than to have the superintendent's criticism delivered in such a way that the students lose confidence in their teacher.

A few years ago when I was younger, I used to take the class myself once in a while and demonstrate to the teacher how I wanted the subject handled. Of late I have been a little careful not to do it, however. There are always some overly bright youngsters in the class who realize that there must be something wrong with the conduct of the class when "Prof" has to take a hold of things himself. Of course if a class is having an interesting discussion in which I may join on the same basis as the pupils themselves, I slip in a word now and then, but otherwise I try to keep myself in the background when I am visiting.

### Results of Observation.

I have found that the most profitable time to discuss the result of my observations of her work with the teacher is after school. She can then give me her full attention without having it distracted by the need of watching the squirming youngsters in the right hand corner. I in turn, have time to think over what I have seen, to read discussions by authorities on the subject which I am to discuss with her, and give her some suggestions really worth while.

In dealing with his young teachers, I believe that the superintendent's task is very much that of any teacher in dealing with his students. In our supervisory work we are essentially teachers of educational methods. As such our most important task is to set up problems for them to solve. We cannot improve the work of our teachers very much by telling them to do this and do that except in matters of routine. We

(Concluded on Page 118)

# Should a City School Board be Fiscally Independent? George W. Frasier, Dean of the Graduate School, Colorado Teachers' College

Twenty-two years ago last April the School BOARD JOURNAL published a cartoon favoring fiscal independence for city school boards. This cartoon was labeled "The Little Mischiefmaker in American Cities" and represented the city council as a bad boy in school who was being punished by his teacher (the school board). This sentence of explanation was given, "city councils more than any other public bodies retard school board work."

The statement given above was true at that time and is still true in a great many American City councils, boards of equalization and other municipal bodies still impede the progress of education in many cities. It is true that during the last twenty years the number has decreased but there still exist many city school districts that must look to the city hall for financial support.

In Table I all American cities having over 250,000 inhabitants are listed and data are given concerning the school boards and the control of finances. It is interesting to note that only seven of the 24 city school districts are dependent upon the city government in the control of finances. In 1902 Rollins found fourteen of the same list to be dependent.1

Washington, D. C., is omitted because its schools are financed by Congress as well as by the district.

There are two general methods of controlling city school finances, one known as fiscal independence and the other as fiscal dependence.

In a fiscally independent school district the board of education has authority to compile and adopt its own budget, levy its own tax or cause some other authority to levy under its direction, and expend the money as it deems right and

In a fiscally dependent city school district the board of education must submit its budget estimate to the municipal authorities, who revise and change it as they may desire and it then becomes a part of the city tax budget. School moneys thus raised are kept in the city treasury and paid out through the same channels as other city expenditures.

Intermediate Types. The two types explained above are the extremes and there are many other types of control that are neither independent nor entirely dependent.

One group that is almost completely independent is made up of those cities in which the board of education controls its own moneys but is appointed by the Mayor or some other municipal officer. Such a board cannot be as independent in financial matters as a board that is elected by the people and responsible only to the people. Chicago is an example of this type of control.

The cities of California, except San Francisco, have school boards that are elected by popular vote but they are not entirely independent because their budgets must be passed on by the county board of supervisors.

The city school districts of Oklahoma are hampered by an excise board made up of seven county officers acting in an exofficio capacity.

Rutherford, New Jersey, must refer its school budget to the annual meeting of the district and the tax rate is passed on by the legally qualified voters. Few other cities have this type of control.

The cities of Ohio must send their school

<sup>1</sup>Rollins, Frank, School Administration in Municipal Government (1902).

TABLE I. Data Concerning Cities of over 250,000 Inhabitants.

City		Number of Members on School Board
New York City, N. Y		7
Chicago, Ill.		11
Philadelphia, Pa.		15
Detroit, Mich.		7
Cleveland, O		7
St. Louis, Mo		12
Roston, Mass		
Baltimore. Md		. 9
Pittsburgh, Pa		15
Los Angeles, Calif		
San Francisco, Calif		7 7
Buffalo, N. Y		. 5
Milwaukee, Wis		. 15
Newark, N. J		9
Cincinnati, O		. 9
New Orleans, La		. 5
Minneapolis, Minn.		7
Kansas City, Mo		7 6
Seattle, Wash		
Indianapolis, Ind		. 5
Jersey City, N. J	* *	. 9
Rochester, N. Y		
Portland, Ore.		
Denver, Colo.		
1900 Now York State Education In		

<sup>1</sup>See New York State Education Laws. Sections 865, 866, 867 and 890. New York City Charter, Sections 226, 1060, 1061 and 1064.

<sup>3</sup>Judges of the Court of Common Pleas of the County.

See Michigan State School Laws, Section 4, No. 370, and the City Charter of Detroit. Budget must be referred to County Budget Com-

budgets to the county budget commission for

final adjustment and approval. The school budget of practically every city in New Jersey must be passed on by a board of school estimate which is made up of (1) the mayor, (2) two members of the school board and (3) two members of the municipal govern-

Rochester, New York, has a peculiar situation in that it has a school board that is elected by popular vote but the ultimate control of finances is located in the city hall. This is an example of divided responsibility. In case of poor support for schools it is impossible to locate the blame because it may be the fault of a poor school board or a bad city govern-

Baltimore, Maryland, is a city in which the municipal government has complete control of school moneys and the schools are often hampered by municipal interference. New York City is another example of a school system that is always having trouble with the city government over school moneys.

Should Schools Be Independent? Should school systems be fiscally independent? The professional school men are agreed that the schools should be entirely free from municipal interference in fiscal matters.2 City officials and authorities on city administration are of the opinion that the school system is a part of the city government and hence should be dealt with, financially, exactly as police and fire departments.3

The problem will never be solved by the opinions of school men or those versed in municipal administration. We must look for our answer in the legal basis of our school system and in the educational results of the different methods of control.

From a legal standpoint the case is clear cut. Those favoring fiscal dependence maintain that the schools are a department of the municipal government and should be treated as other departments are. This group would put the schools completely under the control of the

<sup>2</sup>See: Cubberley, E. P., Public School Administration. Frasier, G. W., The Control of City School Finances. Moore, E. C., How New York City Administers Its Schools. Strayer and Engelhardt, The Classroom Teacher.

<sup>3</sup>See: Goodnow, F. G., Municipal Problems. James, H. G., Applied City Government. Munro, W. B., Municipal Administration.

Elected?
Appointed
by Whom?
Mayor
Mayor
Judges
Elected
Elected
Elected What Authority has the City Government over the Finances of the Schools? Budget dependent upon citys Almost nones Complete authority Mayor Judges' Elected Mayor Mayor Mayor Elected Mayor Elected Elec None
Budget dependent upon city
Budget dependent upon city
Divided authority<sup>7</sup>
None
None None
Budget dependent upon city<sup>8</sup>
None
None
None
Divided authority<sup>7</sup>
Budget dependent upon city
None

Silected None

The Mayor may veto the school budget, but the board of education can pass it over his veto by a three-fourths vote.

After board members are appointed by the Mayor the appointments must be confirmed by popular vote.

Budget must be passed on by the Board of School Estimate, made up of two members of the school board, two members of the city government, and the Mayor.

Mayor.

See new charter adopted in November, 1920. municipal government if they were allowed to

dictate the policy. Those favoring fiscal independence for city

school systems maintain that education is a state and not a municipal function. The school system is not a branch or department of the city government but a separate and distinct corporate organization.

This question has been referred to the courts in almost every state in the union. A careful study of the decisions of these courts shows that 'fiscal independence" is legally right.4 The decisions declare over and over again that school districts are creations of the state and receive all authority from the state. In no case does a school district receive any authority from the municipal government. It may be interesting in this connection to note that when the city of Buffalo adopted its new charter in 1916, it provided for a board of education and a superintendent of schools to be elected by the city council. These provisions were made null and void by the general laws of the state because the municipal government cannot assume control over schools.

### Typical Cases.

In Homer, Louisiana, the city government levied a tax to support a high school. The state supreme court ruled that a city government could not establish a high school for: "A system of education is not a part of municipal regulation, and the power of the corporation to establish a public school cannot be inferred from any power necessary for municipal existence."

If education is a function of the city and if the school system receives its authority from the municipal government then the charter of Buffalo would have stood as adopted and the city council of Homer, Louisiana could have supported a high school. The 1919 edition of Ruling Case Law discusses the question of city school districts and concludes with the following: "School districts are purely creatures of the state and derive their powers by delegation from the state."

From the standpoint of taxation the answer is equally plain. There is but one source of taxing power outside the federal government and that is the state. No city has a right to levy or collect a tax without state authority. In fact the charter of a city is granted to it by the 'Many of these decisions are quoted and discussed in Frasier, G. W., The Control of City School Finances.

state. It is true that in many states we have so called "home rule" charters, but even these charters are granted under the authority of the state. The school district is also a creation of the state. In the matter of taxation the state grants both to a city school board and to a municipal government in the same city the right to levy and collect taxes under legal limitations. Neither is supreme because both receive taxing authority from the same source.

There is no question but that fiscal independence is right and proper from the legal point of view. Fiscal dependence is based on a wrong conception of the duties of a municipal government, a wrong conception of tax authority and a wrong conception of the legal basis of education in America.

Educational View of Problem.

From the standpoint of educational efficiency it has been discovered that generally speaking the school systems that are fiscally independent have better schools that those that are fiscally dependent. This was clearly brought out in a recent study of 169 cities.<sup>5</sup>

In the study referred to above the educational efficiency of each city was measured by an index number made up of six important factors.

1. The per cent of sixteen and seventeen year old children in school.

2. The per cent of elementary classes having fewer than forty children enrolled.

3. The per cent of children who have 60, or more, square feet of playground space.

The per cent of teachers who have six or more years' training above the eighth grade.

5. The per cent of children enrolled who attend school all day, and in adequate buildings owned by the school district.

6. The per cent of the increased cost of living from 1913-14 to 1919-20 that was met by increased salaries for elementary women teachers.

After the six percentages were computed for each city, these values were expressed in terms of the standard deviation of the distribution. All comparisons were made on the basis of the sum of the standard deviation values for each city.

When the independent city school districts were grouped in one group and the dependent ones in another and comparisons were made, it was found that the independent cities had a higher average rating than the dependent ones. This conclusion was verified by all comparisons made between the two groups.

There seems to be no doubt but that school districts that are fiscally independent have better schools than those that are fiscally depend-

The following are the most important reasons why a city school system should be fiscally independent.

Six Cogent Reasons.

(1) Fiscal independence, is right in principle. Education is a function of the state. It is so declared in state constitutions and laws, and it has been so ruled in the supreme courts.

No municipal government has a "right" to control the schools within its city.

(2) Fiscal independence is not a violation of the correct principles of taxation. The state creates "municipalities" and "city school districts". The same authority gives to both the right to levy and collect taxes. These two corporate organizations are not "competing" for the revenues of a city but are both, from a legal standpoint, collecting taxes for the state for a certain definite purpose set forth by the state.

(3) Fiscal independence works better in practice. This point is evident to those familiar with the school systems of America. A school system that can plan, and be sure of funds with which to carry out these plans has a great advantage over the one that must beg its funds from the city hall.

Frasier, G. W., The Control of City School Finances.

(4) Fiscal independence makes for a continuity of educational policy. To have much money this year, and little next; to be uncertain as to what is coming the next year, makes extensive plans impossible. Every big undertaking in a school system should be planned far ahead. If Junior High Schools are to be established throughout the city, plans should be made for many years in advance. A certain definite number of buildings should be constructed each year, and the whole city system reorganized step by step. To begin such a program and find the funds shut off the second or third year by the municipal government destroys the possibility of a continuous educational policy.

(5) Fiscal independence provides adequate financial safeguards for a community. Those who favor fiscal dependence for school systems argue that a school board with legal taxing powers would bankrupt a city with its excessive expenditures. Such is not the case because the state provides adequate financial safeguards. The following are examples of the different types of limitations placed on city school boards by various states:

1. The city school boards in the state of Washington are not allowed to levy more than 10 mills school tax unless so authorized by vote of the people.

2. The constitution of Missouri prohibits cities which have 100,000 inhabitants or more from levying a school tax of more than sixty cents on a hundred dollars unless authorized by vote of the people.

3. Colorado cities must not levy more than the amount levied the year previous plus five per cent. This amount may be exceeded only by appeal to the state tax commission.

The three cases given above will serve as examples of the methods used by states in safeguarding the people from excessive school taxation.

(6) Fiscal independence tends to keep politics out of the schools. If school board members are appointed by the mayor and change with the party in power they become political appointees and membership on the board becomes a political job. If the school board must appeal to the city hall for its funds the city hall demands in return for funds the right to dictate policies. This political interference with the schools is very common in fiscally dependent school systems. When school teachers are compelled to court the favor of the ward politician in order to get appointed; when janitorial jobs are looked upon as political plums; when clerical positions in the school administration are "passed around", school efficiency must suffer. When the school board is entirely independent of the city hall; when its members are élected on a non-partisan, city wide ticket, then the schools are free from polities to a very large extent.

The present tendency is toward complete fiscal independence for American city school systems. The outlook is very favorable, and if the fights being waged in many states at present are victorious, many more cities will be added to the fiscally independent column.

# TESTIMONIALS FOR TEACHERS

Supt. E. T. Duffield, Virginia, Minn.

In my several years of experience as a superintendent, I have always believed in testimonials, whether given to the candidate personally or issued to a third party in a confidential statement. A man who writes a testimonial should have the courage to deny a teacher a general statement of facts or else should write very carefully what he knows to be the truth. A very deserving teacher should be rewarded with letters of credit which will gain her ready admission into an employer's office and help her to sell with moderate speed, the services she may have to offer. The serious trouble with our system of recommendations has not been the matter of giving general statements to the teacher but the insincerity of those statements.

Another great factor that makes even confidential statements of little value is the inconsistency of the writer. Take for example, a teacher of average rank. A superintendent or school official may have occasion to write several confidential statements to as many interested parties. Not having her concise record on file, personal judgment will be given and will vary on many important items, thus giving one man one impression of the applicant's char-

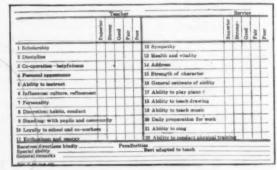
acteristics or attainments and another a decidedly different one.

It is with reference to such discrepancies that I would draw your attention to the scheme I have put in practice in my private office. Most appointment bureaus are consistent in giving out reports on their candidates but the men making out the original reports are not so consistent. My scheme is simple and if it, or something similar, were to be adopted by all superintendents and recommending officials, confidential statements would have a far greater value.

As soon as any teacher leaves the employment of the school district of which I am in charge, or when she proceeds to use my name as a reference, I immediately record on the card illustrated either my own personal judgment or the composite judgment of my assistants who have supervisory knowledge of the teacher's ability. Considerable time and careful study is given this matter so that a judgment will be recorded in as nearly accurate a manner as human judgments may be recorded. Thus when requests come for confidential information, a duplicate of above card is sent in reply. I take it for granted that statements of fact such as race, color, and previous condition of servitude, should be answered by the applicant in her formal application.

The characteristics or attainments mentioned in the above card will of course, vary, for superintendents differ in their views as to what are the important things to know about an applicant.

It will also be admitted that there are many arguments against such practices as outlined above. But the main thing to bear in mind is that with such a system in effect, the value of the testimonials increases as time obliterates from memory, the outstanding factors that marked a teacher's success or failure.



FORM USED IN THE SCHOOLS OF VIRGINIA, MINN., TO RECORD QUALITIES OF APPLICANTS.

# The Janitor-Engineer Problem

George F. Womrath, Business Superintendent, Board of Education, Minneapolis, Minn.

Along with the many changes which have taken place during the past few years in national, state, and local laws and ordinances affecting our public schools, there has come a realization that the men to whom our school buildings are entrusted must not only be able to shovel coal into the furnace, scrub, sweep, dust, and perform the usual janitor-engineers' chores, but they must have a thorough knowledge and understanding of the science of heating, ventilation, humidity, sanitation, housekeeping, etc. They must also have, as a prerequisite of their vocation, a highly developed appreciation of the fundamental purpose of a schoolhouse, namely, the proper education of the youth of the nation amid comfortable, cheerful, sanitary surroundings.

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Qualifications of Janitorial Service.

These qualifications of a schoolhouse janitorengineer can no longer be superficial. It is unthinkable that heating means an indiscriminate shovelling of fuel into a furnace and the maintenance of a temperature "about 70°". It means an understanding of the economic combustion of fuel, and the distribution and precise control of the resultant heat so that a constant, predetermined temperature may be maintained at any given locality in the building.

Ventilation no longer means the haphazard opening and closing of windows or the operation of a ventilating fan. It means the tempering, purifying, humidifying, distribution and precise control of air throughout a schoolhouse.

Housekeeping no longer means the wielding of a corn broom and feather duster, and the slopping about of soap suds on a dirty floor. It means an intelligent exercise of brains in the proper directing of efforts towards the accomplishment of certain objectives, amongst which are cleanliness, orderliness, tidiness and sanitation. This does not mean the kind of cleanliness which cleans only the center of rooms and corridors; but that which also digs dirt out of every corner, nook and crannie throughout the building, from, to, and including basement and attic. It does not mean the kind of orderliness which nicely arranges the furniture in the principal's office only; but that which also uniformly arranges the desks, chairs, window shades, furniture and fixtures in every room in the building. It does not mean the kind of tidiness which carefully drapes a curtain on a glass door to hide the disorder within; but that which sees the contents of every closet and cupboard are neatly arranged, that the pictures hang straight on the walls, and that the entire contents of the schoolhouse are "picked-up." It does not mean the kind of sanitation that partially removes the surface dirt from the floors and furniture with a corn broom and a feather duster, only to thickly laden the atmosphere with dirt and dust for transfer and redeposit on the walls, mouldings and fixtures; but that which scours and purifies every part of the building.

It is quite as necessary that boiler rooms, fan rooms, attics and store rooms be swept and "picked-up," and that all woodwork and door handles be cleaned, and the toilet rooms be free from filthiness and foul smells, as that the more conspicuous and more frequented parts of the building be well cared for.

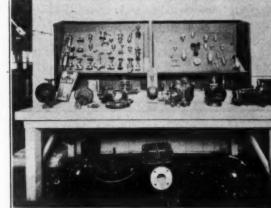
Quite recently I visited a school with several men and women members of a school board and experienced no little sense of amusement at the antics of the members of our party, and of admiration for the efficiency of the janitor-engin-



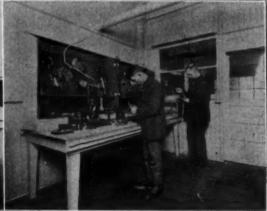
CLASSROOM WORK. A LESSON ON BOILERS.



LABORATORY WORK. LECTURE ON SLIDE VALVE ENGINE.



AN EXHIBIT OF LABORATORY EQUIPMENT. ONLY SUCH FITTINGS AS ARE USED IN A SCHOOL-HOUSE ARE ON DISPLAY.



STUDENTS ARE TAUGHT THE DETAILS OF EVERY TYPE OF MECHANISM USED IN SCHOOL ENGINEERING.



WEIGHING COAL AND BOILER ROOM ARITHMETIC.



INSTRUCTION IN PROPER METHODS OF FIRING A BOILER.



OBSERVATION ON THE FLOW AND COMBUSTION OF GASES AND THE ACTION OF WATER IN A BOILER.



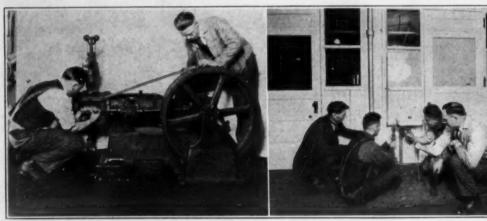
INSTRUCTION IN CARBON DIOXIDE SAMPLING AND ANALYSIS.

eer-in-charge when he became so ebullient with pride and enthusiasm over his work that he had us kneeling on the floors, to look for dirt under bookcases and cabinets, and climbing on boxes and ladders, to search with our fingers for dust on the tops of blackboard mouldings and furniture, or to discover, if we could, the slightest indication of service poorly performed.



INSTRUCTION IN PUMP ADJUSTMENTS, CARE OF VALVES, PACKING, GASKETS, ETC.

ALL TYPES OF PUMPS ARE TAKEN APART, STUDIED, and RE-ASSEMBLED.



INSTRUCTION IN SETTING ENGINE VALVES.

A LESSON IN THE CARE AND UPKEEP OF A DRINKING FOUNTAIN.



MAKING A CORRIDOR MOP.

INSTRUCTION IN METHODS OF HANDLING CLASSROOM AND CORRIDOR MOPS.





INSTRUCTION IN THE PRACTICAL USE OF A CORRIDOR MOP.

### Intelligent Personnel Needed.

achieved, it must be recognized at the very start that it is essential that an intelligent janitorial personnel be maintained in our school buildings. The persons comprising this personnel must be alert to what the proper physical requirements of a school are; must know how to accomplish required results; must see that the work is promptly and efficiently performed; and must have the ability and inclination to main-

tain a high standard. It is also necessary for If the desired janitorial objectives are to be us to appreciate that the human being known as a janitor, or janitor-engineer, has certain limitations: as much so as that a grade school teacher can properly and efficiently teach a class of no more than forty pupils; that the hours of teaching shall not exceed from four to six per day, according to the subject taught; etc.

The trouble with the janitorial and engineering service in our public schools is that we have been concerned with personalities-with men

and women, engineers, janitors and chorewomen -and have been distracted from the main issue with questions pertaining to unionism, wages, hours of service, etc. As a matter of fact, we are dealing with an integral part of modern education as essential to its success as are the teaching force, the courses of study, and the school buildings in which the school attending portion of our national population is housed. Our concern should therefore be the solution of the problems which relate to the proper heating. ventilation, lighting, sanitation, housekeeping, etc., of our school buildings; care of the playgrounds; landscaping; the establishment of a comfortable environment for school teachers and pupils during school hours; and the proper conservation of the buildings and physical property entrusted to our care and representing an investment of public funds of more than a billion

Education and Janitorial Efficiency.

It is universally conceded that the proficiency of the teaching force of an educational system, and the progress and advancement of its members, depend primarily upon the desire and ambition of the individual teacher to improve himself in his profession by preparation and study outside the classroom-by attending teachers' extension courses in summer schools, colleges and universities. It is likewise of no less importance that the personnel of the janitorial force of an educational system should make similar efforts for self-improvement, in order that the proficiency of the janitorial force may be uplifted and maintained. Gradually but surely it is being recognized that the training and testing of caretakers of school property, and premises is as logical and imperative a need as is that of teachers, nurses, etc.

Unfortunately, the employees in the janitorial force have not been given the consideration which the importance of their work warrants in the national plan of education. As a consequence, scant facilities have been provided for the education and training of the men and women who are employed in this branch of the public school service. Until the janitorial service of the public schools is accorded the dignity and respect which its importance as an integral division of our national educational system deserves, and until as careful consideration is given to the training and selection of the men and women comprising the personnel of the janitorial force, and the performance of the work to be done, and the results obtained, as is given to the training and selection of teachers, and the establishment of a good school curriculum, and the building of good schoolhouses, a very vital and fundamental part of our public school system will be lacking.

Most of us are fully prepared and always ready and willing to advance what we believe to be the one-and-only way to manage a force of janitors and to perform the engineering and housekeeping chores in and about a public school. But when we are actually called upon to practice what we so glibly preach, we generally find it quite an easy matter to emulate the action of the fiddler crab-that world renowned little side-stepper-or of that other active little creature commonly known as the crawfish.

It is one thing to prepare and publish a scholarly and voluminous set of engineers'-janitors' rules and regulations and set an ideal standard of janitorial service to be rendered; it is quite a different thing to realize the standard set up and have the rules work.

Even after setting up on paper the ideal conditions which should prevail in the care and operation of the physical side of our public schools, it invariably follows that such conditions are absolutely beyond our power to accomplish and impossible of realization with the type of employee now at our disposal. Nor is it the fault of the persons who have entered the janitorial profession that they lack the requisite qualifications to make them efficient public school employees. The fault is fundamentally ours. We have been so absorbed in so many other matters that we have failed to realize the importance of this division of our responsibility, and have not had due respect for the people engaged in this branch of public school service. and have neglected to provide proper facilities for them to educate and train themselves for the performance of the specialized work which they are called upon to perform. And because it is absolutely necessary to have men and women in the janitorial force who are specially trained and highly efficient in the performance of public school janitorial work,-as custodians, engineers, firemen, cleaners, housekeepers, matrons, janitresses, etc.—it follows that any school system which does not take into account the qualifications of its janitorial-engineering personnel is doomed to either low efficiency and gross incompetence, or to complete failure.

What I am endeavoring to say is this: In the last analysis the janitorial and engineering work in our schools is doomed to failure if the men and women employed to do the work are not properly qualified.

What, then, is the way out? The janitor-engineer training school is the answer.

A Training School. That the shortcomings in the janitorial service of our public schools have been observed and that the lack of properly qualified men and women to serve in this department of our public school system has been recognized, is evident by the opening of several so-called janitor-engineer training schools throughout the country. Nearly all of these training schools have been established by colleges and universities and in the case that these institutions have been more alert to the trend of the times than the public schools have been. However, even one of these training schools has been a failure, due to the lack of understanding as to what kind of training school be given.

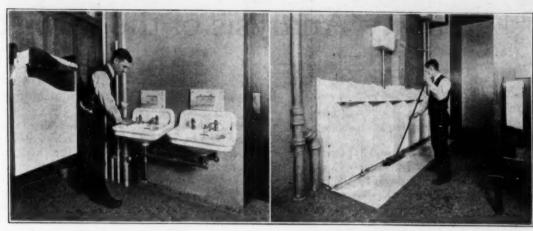
Let me here briefly outline what I believe to be the essentials of a janitor-engineer training school organization, and show the simplicity and inexpensiveness of its operation.

The following organization chart applies to both the large city, where each position is filled by a separate person, and to the small city, where one person fills all positions.

Next comes the school quarters. No difficulty here, as any school system, regardless of size, can yield a basement for this purpose. The floor plan of the Minneapolis Janitor-Engineer Training School is shown on this page. This school is now entering its third year of activity.

Then comes the equipment: This costs nothing, as all of the equipment can either be reclaimed from the junk piles that may be found in the engine and boiler rooms of every school system; or will be furnished gratutiously by manufacturers who gladly welcome such an opportunity to advertise.

The next step is to provide suitable textbooks and instruction. After three years of diligent searching, "Stationary Engineering" by Joseph G. Branch; the Boiler Code of the American Society of Mechanical Engineers; Bailey's "Questions and Answers;" and Audel's "Questions and Answers for Engineers" have been found to be the most suitable. Instructors in engineering must be men with practical experience and educational training, as simple mathematics must be taught. Instructors in house-keeping work should be men promoted from the



CARE OF LAVATORIES.

CARE OF TOILET ROOM FIXTURES.



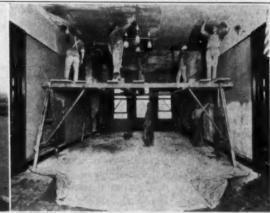




INSTRUCTION IN THE CLEANING AND CARE OF METAL FIXTURES.



INSTRUCTION IS GIVEN IN THE PROPER USE OF TOOLS FOR WINDOW CLEANING AND HOW TO CLEAN GLASS.



JANITORS ARE INSTRUCTED HOW TO WASH AND CLEAN WALLS.

ranks on the merit basis, and chosen because of their knowledge of the work and their ability to get results.

A few photographs may enable you to better visualize the work which should be carried on in a training school of this kind.

Available Teaching Material.

All of the equipment shown in the photographs, with the exception of the Corliss engine, was either picked up in the schools or donated by manufacturers. The janitors and engineers attending the training school erected the equipment as part of their training work. Threequarters of the salaries of the instructors is provided by federal and state aid. Many lectures are given by volunteer qualified experts from colleges, universities, and large industrial and manufacturing plants. An abundant supply of most excellent moving picture films is also available, as many of the manufacturers of mechanical equipment have films to advertise their goods. For example: the Johnson Service Company has a film showing the right and wrong ways to operate a ventilating system, which is a liberal education in itself and which has been sought by engineering societies all over the United States. The Kewanee Boiler Company has a film which shows all the right and wrong ways to fire a boiler. This lesson is

given in such a vivid and simplified way as to make a lasting impression on even the most callous coal heaver.

Every large school system should maintain a janitor-engineer training school. The smaller cities can seek the co-operation of industrial, trade, technical, extension and vocational schools and state universities, which can easily maintain training schools for janitor-engineers with the federal aid obtainable through the Smith-Huges and Smith-Sears Acts.

Having established a foundation "built upon a rock" for your janitorial-engineering service, you could proceed to build up a janitorial-engineering organization the objectives of which were laid down in the first part of this paper. Then would follow the refinements which are the ear marks of every meritorius system. These have been set forth in the two reports submitted by the Special Committee of the National Association of School Business Officials on Janitor Service at the Seventh and Eighth Annual Meetings, at Rochester, New York, in 1918, and at Cleveland, Ohio, in 1919, respectively. I personally am fully persuaded that no school sysem can possibly be a success unless its janitorial-engineering force measures up to the standards set up by the committee. I know

(Concluded on Page 1. 4)

# Activity Analysis of the Work of the General Supervisor

Frederick L. Whitney, University of Minnesota.

Preparation for participation in any realm of human endeavor must be based upon knowledge of the activity for which preparation is made. If I know that I must drive a car across the state next month, I profit by the experience and skill of some one who has analyzed the activity which becomes the ultimate criterion for my preparation. The items of technic necessary for success in the future performance considered become my immediate concern. And the level upon which I function on the trip is determined fundamentally by the adequacy of the activity analysis which has directed my preparation.

This has been the attitude taken during the school year 1921-22 by a group of fifty students (principals, supervisors, and teachers in the Twin Cities and vicinity), who were preparing for work on higher levels of efficiency as general supervisors in the public schools. By "general supervisors" is meant those school officers, not supervisors of special subjects, whose duties cover rather a wide responsibility for the efficiency of teaching, including nearly always some aspects of school management which may be considered administrative. Superintendents of small city systems are such, as well as supervising principals of grade and consolidated schools, principals of elementary and secondary schools, and general supervisors of geographical units or of groups of grades in city systems.

While it is very desirable, in fact absolutely necessary, to keep separate in our thinking activities which are supervisory and those which are administrative, in our present advancement in school organization and management we find actually many situations in which this cannot be effected in technic. This group of fifty students, in particular, were all engaged in or were looking forward to work in which was found an inevitable mixture of these activities throughout the day's work. For that reason they were interested in considering the whole problem of "general supervision".

The most adequate determination of the specific items of activity toward which the course was looking must be (1) by means of listing through definite time units the actual technic of individuals. It would be valuable also (2) to get a summation of the experience of individuals who had been recently or were at that time engaged in duties of a general supervisory

nature.

It was found possible to get but brief cross sections of technic by means of the first method of study, although we have here probably the most successful procedure. Trade tests in industry have been made on this basis, and independent variables have been found to correlate well with criteria thus set up.1 Quite recently a number of educators are beginning to investigate the tentative belief that an application of the "case method",2 supplemented perhaps by some professional test for teachers, will give us more definite knowledge of desirable goals in the training of all types of school officers.

In the present situation, the second method of procedure is very possible, and may be checked by means of brief inquiries among professional leaders.

\*Burt, H. E., Employment Psychology in the Rubber Industry, Journal of Applied Psychology, Vol. 4, No. 1.
\*Burris, W. P., Case Method for the Study of Teaching, School and Society, Feb. 4, 1922.

The group of students discussed first the principles of education as applied to general supervision, as defined above. Then, with this discussion and his own actual experience as a background, each of the fifty made a list of "points of efficiency for general supervision". When these were tabulated, a long list of 66 items appeared ranging in frequency from fifteen to one. There was, of course, much overlapping and even identity among items, and a close examination reduced the list to ten points with frequencies of fifty down. The final result of this first expression of group opinion shows that each member of the class mentioned items of personal equipment, 97 per cent mentioned professional equipment, 71 per cent technic of supervision, 55 per cent social equipment, and 36 per cent results of supervision; and that these five stood at the top of the entire list in a ranking by frequencies.

To make the class project concrete, it was decided to put the analysis into the form of a "score card for general supervisory success" with the five points above as the principal rubrics. And this at once presented the question as to just what each of these five characteristics meant in general supervision. After discussion, the class was polled again for each point, and it is interesting and valuable to note

the analyses resulting.

This group analysis discovered for personality in supervision 61 valuable items, for social equipment 33, for professional equipment 23. for technic of supervision 46, and for results of supervision 42. According to this analysis, general supervision is a very complicated process, consisting of at least 205 facts of activity -and it was of course sure that a complete analysis had not been made.

Space cannot be used to detail all items of analysis here, but the principal points under "technic" and "results" will be given as illustrative of all. In the tables, "ranks given" refers to a summation of rank by importance to general supervision as given by the entire group of fifty students. "Frequency of mention" is the rank order based upon that fact in the class analysis of "technic" and of "results" respectively. The final rank is obtained from these two intermediate rankings.

TABLE ONE.
Rank Order of Items of Technic of Supervision.

FIE		requeuc	y
	Ranks	of	Fina
	Given	Mention	Rank
Discovering touching difficulties		7	2
Diagnosing teaching difficulties		i	1
Criticism of teaching		18	11
Rating Teachers		70	4.4
Recognizing individual differ-		12	8
ences among teachers		-	-
Curricula and syllabi making	. 5	6	5
Securing the professional growth	1		
of teachers	- 6	4	3.5
Appointing teachers		17	13
Demonstration teaching		2	3.5
Securing cooperation with and			
among teachers	9	5	6
		0	
Capitalizing the best practice of		11	11
the entire corps	-	9	9
Organizing pupil groups		3	7
Placement of teachers	12	8	11
Measuring the results of teaching			
Visiting classrooms		16	16
Conducting educational experi-			
ments	15	15	16
Managing teachers' meetings	16	10	14
Holding conferences with indi-			
viduals and with small teacher			
groups	19.00	13	16
Managing the physical conditions		-	
of the school environment	18	19	19
		4.0	20
Selling supervisory plans and		14	18
devices to the corps			
Table One shows that the fin			
ten items in technic of supervision	on 18 a	2 rollows	
Final Rank of First Ten Items	in Tec	hnic of	Super
vision			

1.0—Criticism of teaching. 2.0—Diagnosing teaching difficulties. 3.5-Securing the professional growth of teachers.

3.5—Demonstration teaching. 5.0—Curricula and syllabi making.

6.0-Securing cooperation with and among teachers. 7.0-Placement of teachers.

8.0-Recognizing individual differences among teachers.

9.0-Organizing pupil groups. 11.0—Rating teachers. 11.0—Capitalizing the best practice of the entire

11.0-Measuring the results of teaching.

TABLE TWO. Rank Order of Items in Results of Supervision.

	Frequency		
	Ranks Given	of Mention	Final Rank
Hours used in classroom visita-			
Progress of pupils measured ob-	1	13	7.5
jectively	2	9	1.5
Professional growth of teachers	3	. 1	1.5
Responsive attitude of teachers			
and pupils	5	3	3
Adequate syllabi in all subjects		6	5
Cooperation of community		4	4
Improvement in community life Moral conditions improved in the		8	7.5
making of good citizens	8	9	9
Contributions to education Number of teachers' meetings	D	5	6
held	10	15	13
plant		7	10
Parent-teachers' organizations	12	10	11
School publicity		11	12
Equalization of educational op-			-
portunity	14	13	14.5
Salaries scheduled		12	14.5
ences	16	17	16
Organized material given to teachers for guidance (dupli-	•	41	10
cated)	17	17	17
Notes on supervision	18	18	18
Reports of teachers' meetings or conferences		20	-
Methods of supervision used	20		19
Devices of supervision employed.	20	20	20
Technic of supervision employed.	21	22	21
Technic of supervision used	22	22	22
School surveys published Percentage of time used for su-		23	23
pervision	24	24	21
Table Two shows that the fin	al ran	k for th	o frent
Final Rank of First Ten Items	in Re	sults, of	: Super-

Progress of pupils measured objectively.
Professional growth of teachers.

Responsive attitude of teachers and pupils.

4.0—Cooperation of community.
5.0—Adequate syllabi in all subjects. Contributions to education.

Hours used in classroom visitation.

Improvement in community life.

Moral conditions improved in the making of good citizens.

10.0-Physical condition of school plant. The five-Point score card appears in Table 3. The characterization of each point contains the content of the ten most important items of analysis for each division, as illustrated in Tables 1 and 2.

This analysis might be used actually as a score card, as the title implies; and at this point the class inquiry tended toward its evaluation as such. The judgments of some two hundred educators in university faculties and in superintendencies were obtained (1) as to the relative weight of the five divisions of the card in determining general supervisory success and (2) as to the value of the device as a check on general supervisory activity.

As to the latter point, it was the concensus of opinion that the really important matter, after all, was a definite statement of desirable objectives under the heading "results". As one of the critics put it, "Rating results of supervision seems to me to be for the most part only another (functional) way of rating the other four factors taken together". Another would inquire under "results" as to what had resulted "for pupils, for teachers, for the system, and for the profession".

TABLE THREE.

SCORE CARD FOR GENERAL SUPERVISORY
SUCCESS.

Devised by the class in Theory of Supervision.
To be used in rating the activities of superintendents in small towns, supervising principals of graded or consolidated schools, principals of elementary or of secondary schools, general supervisors of geographical units or of groups of grades in city systems, or any general supervisor—but not of supervisors of special subjects. For use as (1) a self-checking device, or (2) by superior school officers in rating subordinates.

Read the analysis of each of the divisions of the card and check the five-point scales to the right according to your best judgment.

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with associates and with patrons, and of the use of diplomacy in social contacts. III—PROFESSIONAL EQUIPMENT

(Value)

Consider academic and professional training, valuable experience of all types, executive ability, knowledge of men, skill in demonstration teaching, knowledge of the principles of teaching, skill in curriculum making, evidences of professional interest and growth, and adequate acquaintance with child nature. IV—TECHNIQUE OF SUPERVISION

(Value)

Consider as technique constructive criticism of teaching, diagnosis of teaching difficulties, professional growth of teachers furthered, demonstration teaching, syllabi made, cooperation with and among teachers, placement of teachers, recognition of individual abilities and needs of teachers, organization of pupil groups. teaching judged objectively, capitalization for all of the best practice of the entire corps, and measurement of the results of teaching.

V—RESULTS OF SUPERVISION

(Value)

Consider measurements of the progress of pupils and of the growth of teachers, the attitude of teachers and pupils. community cooperation, value of syllabi made, of published contribution to education, the number of hours used in classroom visitation, improvement in community life, good citizenship furthered, and the physical condition of the school plant.

FINAL RATING (Graphle)

Note.—The five-point scales may be chang of amount by the use of Table 22, pp. 117.

11111

11111

Note.—The five-point scales may be changed to terms of amount by the use of Table 22, pp. 117-121, Thorndike, E. L., Mental and Social Measurements.

On the other hand, another well known educator considered the matter of "technic of supervision" the "most important of all". A third would in particular take "professional equipment" out of the card as "the supervisor should be rated on her performance. Her equipment in the way of professional training should be evaluated when she is employed and, to some extent, this should determine her status on the salary schedule. After the supervisor has been employed, the rating should be on the results of leadership observed, the social contacts established, the technic used, the results obtained, etc."

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To meet the suggestions made by experts and concurring conclusions resulting from group discussion, it was decided to make more minute analyses for "technic" and for "results" respectively. And, in order to make the project more objective, these were to be expressed in "score card" form.

Tables 4 and 5 give these analyses. Their chief value consists in the fact that they are concrete expressions of the conclusion reached by fifty practical schoolmen that (1) it is important to determine actual items of technic of supervision employed in any situation and (2) valuable to know objective facts resulting from

As illustrative of the other method of inquiry used, that of checking specific items of technic for general supervisors in the field, the investigations of two members of the group, one in the secondary field and one among superintendents of small towns, will be cited.

Mr. Carl Opdahl asked nine questions of Minnesota secondary principals. (1) How

TABLE FOUR.
PLAN FOR THE QUALITATIVE MEASUREMENT
OF TECHNIC OF SUPERVISION.
Devised by the Class in Theory of Supervision,
1921-22.

To be used in rating the activities of superintendents in small cities, supervising principals of graded or consolidated schools, principals of elementary or of secondary schools, general supervisors of geographical units or of groups of grades in city systems, or any general supervisor—but not of supervisors of special subjects. For use (1) as a self-checking device for report to the board of education, or (3) by administrators in rating the activities of their general supervisors.

Note the analysis of each division below and check the five-point scales in accordance with your best judgment. In summating all judgment, these scales may be changed to terms of amount by the use of Table 22, pp. 117-121, Thorndike, E. L., Mental and Social Measurements. If simply a graphic rating is desired, connect the points checked with solid lines.

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Social Measurements. If simply a graphic rating is desired, connect the points checked with solid lines.

L. ANALYSIS AND CRITICISM OF TEACHING—Skill in diagnosis of difficulties and in constructive suggestions made (Value ).

II. DEMONSTRATION TEACHING—Skill in planning and illustrating model classroom activities. (Value )

III. COOPERATION OBTAINED—Skill in leadership among teachers, pupils, and patrons. (Value )

IV. SELECTION AND PLACEMENT OF TEACHERS—Skill in determining items of personal and professional equipment with reference to the tasks assigned to teachers. (Value ). V. RECOGNITION OF INDIVIDUAL DIFFERENCES — Skill in analysis of the abilities and needs of each teacher in the corps. (Value ). (Value ). (VI. ORGANIZATION OF PUPIL GROUPS—Skill in the classification and advancement of pupils and in all items of pupil accounting. (Value ). (Value ). (VI. CAPITALIZATION OF GROUP PRACTICE—Skill in making available for all the best materials, devices, and methods used by the best teachers in the corps. (Value ). (VIII. GROUP CONTACT—Skill in the organization and management of meetings with the entire corps.

GROUP CONTACT—Skill in the organization and management of meetings with the entire corps and with committees(Value ) CONTACT WITH INDIVIDUAL TEACHERS — Skill in classroom visitation and in private conference........(Value ) DEFINITION OF PURPOSES AND OUTCOMES—Skill in the determination of desirable proximate aims and ultimate goals in supervision.........(Value )

supervision......(Value )|
FINAL RATING (Graphie)......
RATING IN TERMS OF AMOUNT.(ITAL RATING IN TERMS OF AMOUNT.(ITAL RATING IN TERMS OF AMOUNT.

many classes do you teach? (2) Do you have a regular program of class visitation? (3) How often do you do demonstration teaching? (4) What means do you employ to get teacher cooperation? (5) What authority do you have in the selection and placement of your teachers? (6) What means do you employ to get knowledge of individual differences and abilities of your teachers? (7) What means and data are used in the classification and promotion of pupils? (8) What means and methods do you use to capitalize group practice among your corps of teachers? (9) In about what per cent of the usual teachers' meetings are the ultimate aims of secondary education discussed?

These questions were sent to all public senior high schools in Minnesota having ten to 25 teachers and listed in the 1921-22 state educational directory. This group comprised 80 schools. Fifty-three replies were received. The conditions found, in terms of central tendencies for each questioned activity are summarized by Mr. Opdahl as follows: "The average principal teaches three classes. He has no regular program of classroom visitation. He does no demonstration teaching. He secures cooperation through teachers' meetings and conferences. His authority as to placement and hiring of teachers is distinctly advisory only. He obtains knowledge of teachers' individual differences and abilities mainly through observation. He classifies and promotes pupils chiefly on the basis of school marks. He does not do much professional reading, evidently, or he would know the meaning of such phrases as 'capitalization of group practice'. And at about onehalf of his teachers' meetings only are the ultimate aims of secondary education discussed."

TABLE FIVE.

PLAN FOR THE QUANTITATIVE MEASUREMENT OF RESULTS OF SUPERVISION.

Devised by the Class in Theory of Supervision, 1921-22.

To be used in rating superintendents in small cities, supervising principals of graded or consolidated schools, principals of elementary or of secondary schools, general supervisors of geographical units or of groups of grades in city systems, or any general supervisors—but not supervisors of special subjects. For use (1) as a self-checking device for self-improvement, (2) as a self-checking device for report to the board of education, or (3) by administrators in checking results obtained by their general supervisors.

Note the analysis of each division below and check the five-point scales in accordance with your best judgment. In summating all judgments, these scales may be changed to terms of amount by the use of Table 22, pp. 117-121, Thorndike, E. L. Mental and Social Measurements. If simply a graphic rating is desired, connect the points checked with solid lines.

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Findings in the actual practice of 53 Minnesota high school principals may be contrasted with ideals of technic set up by fifty general supervisors now students in education (Table

Table 4 would have the general supervisor engage in or arrange for demonstration teaching to illustrate desirable classroom methods. It is found that 53 high school principals do nothing of the kind and must carry classroom work themselves for about one-half of their time. The principals engaged in but very irregular classroom visitation, although Table 4 implies this for purposes of analysis and criticism of teaching so that difficulties may be diagnosed and constructive suggestions made. Private conferences are incidental only, not definitely arranged for after classroom visitation or for specific purposes. Group teachers' meetings are occasional only and are given over to rather unprofessional discussion of trivial details. The principals have no initiative or authority whatever in the selection of their teachers or even in their assignment to specific teaching tasks. They determine individual differences among their teachers by means of chance and irregular observation of teaching, if at all, and not by means of any scientific objective device regularly used. Classification and promotion of pupils is by groups and on the basis of school marks only. Nothing effective is done by way of real leadership which might unify teachers, pupils, and patrons in cooperative effort for the good of pupils and community. Nor is the corps caused to study their "job" as a group so that one and all may benefit from the best practice found anywhere in the school. A very low attitude was found among these high school principals as to advancement through professional reading. And, finally, no constructive thinking whatever was done in terms of desirable proximate aims and ultimate goals of supervision.

Mr. Opdahl's investigation shows that, so far as these 53 principals are concerned, there are many additions and changes in technic to be desired.

Mr. C. J. O'Connor made a study of the status of general and special supervision in fifty Minnesota towns of less than 5,000 population. In general, he found that twelve per cent of these systems employed general supervisors in addition to the superintendent, and 46 per cent had supervisors of special subjects. These officers gave full time to their duties, while in twenty per cent of the towns such supervisors were hired who gave but part time to the district. As to grade building principals, in 43 per cent of these fifty systems, they gave less than one-fifth of their time to supervision. Or, it may be said, in only 43 per cent of the systems did building principals give any time to supervision, and then it was always less than one-fifth of it. That part of their time which the superintendents in these fifty systems gave to their supervisory duties is indicated by the following tabulation:

Part of the Superintendent's Time Used in Supervision.

Per Cent of Time Used Per Cent of Systems

0 to 20 19
20 to 40 38
40 to 60 43

That is, in no system does any superintendent give more than 60 per cent of his time to supervision, and in one-fifth of the towns the superintendent uses less than one-fifth of his time in this way.

But of more interest for the title of this article are findings as to just what is done in these fifty systems under the name of "supervision". The following list gives the facts.

Technic of Supervision in Fifty Minnesota School Systems.

	Per Cent
	of
Item	Systems
1-Educational tests (standard norms)	80
2-Educational tests (local norms)	12
3—Superintendents' examinations	43
4—Private conferences	73
5—General teachers' meetings	65
6—Publications in local press	73
7—Classroom visitation	70
8—Syllabi making	70
9-School surveys (local self-surveys)	54
10-School surveys (outside experts)	4
11—Community social surveys	0
12—Demonstration teaching	0
13-Teacher rating with score cards	
14-Miscellaneous items	

A detailed discussion of this analysis cannot be given here. But it is significant to note (items 1, 2, 3) how many systems are using educational tests and how many systems still have the traditional examination lists made in the superintendent's office. Private conferences (item 4) seem to follow classroom visitation in nearly three-fourths of the towns, and general teachers' meetings (item 5) are quite frequent. It is encouraging, also, to find that in 70 per cent of the systems the corps is engaged in syllabi making (item 8), but rather discouraging to note that no demonstration teaching whatever is provided for (item 12), and that in but one-fifth of the systems is teaching performance checked by means of any objective device (item 13).

Mr. O'Connor's study also suggests many desirable additions and changes in the realm of actual supervisory conditions.

Class projects and studies like these result

from a consideration of the whole question from both theoretical and practical view points, such as are possible in a state institution for teacher training. And, in the light of the thesis with which this article began, it must be remembered that it is toward situations just like these that training efforts must look. The problem for the training institution is, of course, not only a determination of actual practice in terms of activity analyses, but decision as to what segment of the distribution of characteristics and abilities found may safely be taken as the criterion. Possibly too often some extreme point in the upper ranges is selected, and preparation proves to be "too theoretical and impractical". But shall the median or the middle fifty per cent be the goal set up? Not if sequences of improvement are desired year after year. Probably some safety zone above the average performance and below the absolute ideal must be the criterion.

In any case, it is sure that the selection and the organization of curricular units, personnel checking of items of personality equipment and of abilities resulting from preparation, advancement through successive stages of preparation, placement; upon completion of the prescribed course, and continuity contracts through follow-up methods of extension departmentsevery effort to train in a professional school for some specific field of endeavor must be based upon adequate activity analyses of the task to be performed. With such an objective as the criterion, training efforts may be raised from the level of unscientific guessing to more certain planning at every stage of preparation and through continuous professional growth in ser-

"This method of investigation and procedure in training is illustrated for the preparation of elementary teachers in a recent doctor's dissertation. Whitney, F. L., The Intelligence, Preparation, and Teaching Skill of State Normal School Graduates in the United States: A Study in the Personnel of Young Teachers with Implications for State Normal School Administration, University of Minnesota, 1922.

# A MENTAL SURVEY

T. H. Schutte.

(Concluded from November)

# What Was Done in the Matter

Grade I.

In this grade there are six pupils (Nos. 11, 12, 13, 14, 15, and 16) whose intelligence quotients exceed 120. These six pupils, and also pupils Nos. 9 and 10 whose intelligence quotients are 118 and 119 respectively, showed marked competency in their school performance, and an examination indicated that they were physically strong. This group of eight pupils was put into a rapid progress group, and by the close of the year had completed the work for grades 1 and 2B. Pupils Nos. 13, 14, 15, and 16, who had the highest intelligence quotients, returned for the six-week summer session and showed such proficiency that they were promoted to grade 3B. Thus these pupils did two years of work in one year and a six-week summer session. Pupils Nos. 7 and 8, with intelligence quotients of 113 and 115, could possibly have made more than normal progress but they did not appear to be physically stronger than the average child of their ages, hence it was not deemed wise to have them do more than make normal progress.

To avoid repetition, it might be stated here that no pupil was put into a rapid progress group unless his mental ability, his physical equipment or strength, and his scholarship attainments appeared to warrant such procedure. Grade II.

The twelve pupils having the highest intelligence quotients (I. Q.'s of 130 or above) appeared from the standpoint of mental, physical, and subject-matter ability to merit being placed into a special progress group. This was done, and by the close of the year they had finished the work for grades 2 and 3B so that they were promoted to grade 3A.

Pupils, Nos. 4, 6, 7, and 21 appeared to have the requisite mental ability to make more than normal progress. However, their performance in subject matter, while slightly above average, hardly seemed to warrant putting them into the above rapid progress group.

Pupil No. 9, having an intelligence quotient of 112, slightly above normal, did excellent work, but it seemed best to leave him in the normal progress group as it was deemed better that he do exceptionally strong work in the normal group rather than moderate work in the rapid progress group.

None of these pupils were encouraged to return for the six-weeks summer session. There are several in the group who could probably have gained another half year by doing so.

Grade III.

Four of these pupils (Nos. 1, 6, 15, and 20), by the above mentioned standards, appeared to

merit being put into a rapid progress group. They completed the work through grade 4B by the close of the year.

Pupil No. 2, having an I. Q. of 132, could doubtless have done so too from the standpoint of mental ability. He was, however, irregular in attendance, hence somewhat weak in subject matter. He was retained in the normal progress group where he was doing a good average grade of work by the close of the year.

Pupils Nos. 3, 4, and 8, could possibly have made somewhat more than normal progress but their physical ability did not appear to warrant putting extra pressure on them.

Grade IV.

Ten pupils of this group (Nos. 1, 7, 8, 9, 12, 13, 14, 15, 17, and 20) have intelligence quotients of 120 or above and met the physical and subject matter standards mentioned above. These were put into a rapid progress group and by the close of the year they had completed the work for grades 4 and 5B, thus gaining a half year of work.

From a mental standpoint pupils Nos. 3, 5, 11, 18, and 19, could probably have made more than normal progress. Their physical condition and performance in subject matter hardly seemed to warrant placing them into a rapid progress group. Pupils Nos. 11 and 19 did ex-

cellent work when present, but certain conditions caused a somewhat irregular attendance.

Grade V.

Three of the fifth grade pupils (Nos. 4, 22, and 23) have intelligence quotients of 124, 115, and 124, respectively. They did exceptionally strong work in the various subjects and gave evidence of strong physical conditions. They were put into a rapid progress group and by the close of the year had completed the work for grades 5 and 6B.

Pupils Nos. 12 and 20 have intelligence quotients but slightly above the normal or average. They did especially strong work in some subjects but did not do so well in others. It was deemed best to put more emphasis on the work in which they were weaker to bring this to a higher level than to put them into a rapid progress group. By the close of the year they showed a marked improvement in the subjects in which they did a lower standard of work. They returned for the six-weeks summer session and were given an opportunity to do 6A grade work at the beginning of the next year.

Nine of the sixth grade pupils gave evidence of a marked degree of mental ability. These pupils (Nos. 5, 6, 9, 10, 17, 23, 26, 28, 30) were put into a rapid progress group. They all returned for the six-weeks summer session and by the close of that time had completed the work required in both grades 6 and 7, hence were promoted to grade 8. Note that these pupils completed two years of work in a year and a six-weeks' term.

Pupils Nos. 1, 18, and 27 also have intelligence quotients slightly above normal and did work above an average standard for their grade. When the regularity of good work and physical conditions were taken into consideration, it appeared best to leave them in the regular progress group until later evidence should show more conclusively that they merited being placed in a rapid progress group.

### Grade VII.

Pupils Nos. 2, 5, 19, 22, 26, 31, 32, and 33 have intelligence quotients of 118 or above. Their performance in subject matter and their physical conditions, too, seemed to warrant giving them an opportunity to make more than normal progress. Hence, they were placed in a group for rapid progress and by the close of the year had finished the work for grades 7 and 8B, thus permitting us to promote them to grade 8A. Pupils Nos. 5, 19, 22, and 26 returned for the summer term of six weeks, and finished a part of the 8A work. These will be ready to undertake ninth grade work by the close of the first twelve-week term of the year 1921-22. The rest of the rapid progress group will remain in grade 8A to the middle of the year.

Pupils Nos. 7, 9, 12, and 29 have intelligence quotients slightly above average but they were not put into the rapid progress group because of not showing marked ability in subject matter.

Pupil No. 1 has an intelligence quotient of 118, but to put him into a rapid progress group would probably have overtaxed his physical ability.

### Grade VIII.

In grade 8 there were four pupils whose mental, physical, and subject matter ability seemed to warrant their being placed into a rapid progress group. This was done, and by March they had completed the work for the eighth grade, when they were promoted to the ninth grade work.

Note that in no case was a pupil put into a rapid progress group unless his mental ability, his physical ability, and his performance in subject matter warranted such procedure. Standardized subject matter tests as well as the teacher's judgment were made use of in determining the pupil's performance in subject matter.

In no case were we disappointed in putting pupils into the rapid progress group—they "made good" in all cases.

The reader may well ask what became of the pupils who showed ability of less than normal standard. The answer is that these were largely left in the normal progress groups where they surely did not suffer so much as they did when left in the heterogeneous groups they were in before. Further, we meant to attempt but one thing at a time, which was to give most definite attention to the pupils of superior ability. Incidentally the pupils of less marked ability and the pupils of below normal ability were better provided for than when in groups with the superior element.

To solve the problem of the slower pupils is a task for the present school year.

# The Permanent, Continuing School Census

F. V. Bermejo.

The activities of a modern attendance department may be grouped under five major heads: (1) The maintaining of the school census, (2) the treatment of absences, transfers and dismissals, (3) the disposition and post-treatment of cases, (4) the reporting, recording and interpreting of data, and (5) sociological functions. Of these five major functions, the taking and maintaining of a permanent, continuing reliable school census is decidedly fundamental. Neither the provisions of the compulsory education law nor those of the child labor law could be effectively enforced without such a census. To say that all children 6 to 18 years of age must be in school, or that children 16 to 18 might be employed provided they fulfill certain conditions and are granted an employment certificate-is practically useless unless we know who, how many and where are all such children, and know certain other facts about them. These the permanent, continuing census pro-

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By a permanent, continuing school census is meant a complete enumeration of all children of school age (in the compulsory attendance range, though in some cities children below and above that range are often included)-always kept accurately up-to-date through constant corrections, revisions and verifications made as needed from time to time on account of changes in addresses, residence, school, etc., of children already enumerated, and by additional entries for children reaching school age or newly moved into the district or city. Briefly, under this plan, the enumeration records are usually made on a permanent census card-one card being made out for each child. The advantages of the card system are many, among them: the convenience in handling, filing and checking, and the ease of sorting them into any grouping desired-tabulations by ages, sex, race, grade, street, etc., are easy. These cards are usually filed either alphabetically or by blocks. At stated periods annually, the census work consists mainly in a thoroughgoing verification of data already on the cards and the making out of new cards for children reaching school age who are newly enumerated, and for children who are new arrivals in the district. Changes in addresses, additions of cards, removals, etc., are usually entered as they occurred from day to day during the school year. In some places revisions are made regularly every month. It is true that the installetion of this system for the first time over the old method will require a little more and complex work, but this is more than compensated by the fact that thereafter the work reduces itself, for the most part, to keeping the data on the cards up-to-date and complete, except, perhaps, at certain special occasions when a "fresh" complete re-enumeration is, for good reasons, deemed necessary.

### More Than a "Count" Necessary.

Until comparatively recently, the school census in our cities where one was taken, was neither permanent nor continuing, much less, reliable. The old time school census was, many times, taken by the police ex-officio, or by some "faithfuls" who needed the "money that goes with the job." It was mostly a counting of heads. Ordinarily, large, cumbersome books or sheets were used to record names and ages. Reports showed mostly totals, because these were what the "enumerator" and the board of education were greatly interested in. The former was interested in the total because usually that determined how much money he would "get out of the job." The board was interested in the total because each head making up that total meant so much money from the state in the way of school apportionment. After this state apportionment was determined, the books or sheets containing the census data were put away in some cozy corner, thereafter to commune with the dust and spider-webs, perhaps for life (?).

Such a system is, obviously, vicious and even uneconomical. No serious effort at getting all the children of school-going age was put forth, and the ages recorded might just as soon be false as true. The difficult cases, the ones really most essential from the standpoint of the enforcement of the law, were necessarily neglected. The vital aids which good census data could render in the solution of many administrative school problems had not yet been realized. Even for better-attendance purposes, the census data were then little used. But even the then-avowed purpose of school enumeration, namely, as a basis of state apportionment, was more or less defeated because the failure of a complete and comprehensive enumeration always meant a loss of thousands of dollars of state apportionment funds. It was found that in 1919, St. Louis, Mo., would have received actually \$56,-000 less of the state apportionment if she had not improved her school census methods that year. Des Moines, last year, would have suffered a loss of \$15,000 less money from the state but for better census procedure.

### No Losses Through Perpetual Census.

Under the permanent, continuing census plan, no loss in state apportionment money (where such apportionment is based from school census returns) would be sustained, while the valuable data of great educational import would be available. This plan will entail additional expense, especially at first, but it usually pays its cost many times over and its value is always out of proportion to the increased cost.

Various ways are in vogue for taking the school census. The house-to-house canvass is probably the most common plan, although as used today in many cities, it is an improvement over the former practice. The improvement is principally in the method of securing information which provides checks and counter-checks not only for children in the particular house canvassed, but for those in the house just preceding and the house immediately following. The other plans go by the name of street-andnumber plan, and the block plan. The latter seems to gain favor in larger cities, while the street-and-number plan is used by all classes of cities. Usually, combinations of these plans are adopted. Except in very small cities, it seems that the block plan is the better one, all circumstances considered. The block is the smallest, distinct unit area of a city, and census card files could be arranged according to blocks and within each block, according to street and number. At the completion of the census, the block files would contain a card for each child of school age in the city. The card would be filed according to the child's residence and would show the name of the school attended, or if not enrolled in any school, the lawful reason there-

### Time for Census Taking.

The time for taking the annual school census varies with different communities. Morgan1 thinks that "the majority of school administrators have found November first to be the best time for taking the annual school census," adding that the people move least at that season of the year, "hence, more exact data can be secured." In small communities with a mobile population, a general verification period might wisely be had during November, but it would seem from experience of other cities having progressive attendance departments that if the census data are to serve their maximum usefulness, June and July would be the better time for the annual enumeration. In view of the considerable summer exodus in many cities during the latter part of June, much of the work need be done just before the schools close, and thorough follow-up and completing work continued throughout July. Visitations and investigations demanded by such follow-up work might postpone the completion of the work as late as September. Under an ordinary situation, however, an adequate staff could easily complete the census returns in shape to be useful to principals when schools open in the fall. Such returns are not only valuable to principals, but thus used, insure greater reliability of related records.

The census is taken usually either by regularly hired enumerators, or by teachers, or under the auspices of some outside welfare agencies. Where conditions warrant, the first plan, wherein enumerators are employed, is most desirable to follow. The attendance department here directs the work and all the resources of the central office are thrown behind the census machinery. The enumerators are usually selected with some care and given preliminary training and detailed instructions as to their work. Where, however, the size and finances of the school system make the hiring of regular enumerators prohibitive, the second plan-by teachers-would perhaps be the best alternative, but the attendance officer should be given immediate leadership of the work. The third plan-by some outside welfare agency-seems hardly tenable, for notwithstanding good intentions and an earnest desire to serve, the correctness and completeness of the data thus secured would be subject to question in most cases. The full cooperation



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TEACHER IN SCHOOL IN FROZEN NORTH RETURNS TO WASHINGTON FROM AMUNDSEN'S CAMP, WITH DAUGHTER-ANXIOUS TO RETURN.

E. J. Ward, teacher in the United States public school at Wainwright, Alaska,—the northernmost point in America—has just returned to Washington, D. C., with his pretty young daughter, Martha—they are shown here both dressed in the parkra, the customary dress in the Frozen North.

The teacher and his daughter stopped off at the camp of Rocald Amundsen, the explorer, in Alaska, leaving there on August 23rd. The "Call of the North" is in Ward and he is eager to return again to the place in the Far North where he was 100 miles from any other white man and where he acted as judge, postmaster, doctor and undertaker for the natives.

of all desirable welfare agencies, however, is a great asset and should be sought for and maintained by all means.

### Data in Complete Census.

Some laws prescribe the information that should be collected for each child enumerated. The number of items vary. Great care should be exercised in deciding what items to include in the school census card. No element should be included which would not be utilized to some worthy use, but all elements should be included which are vitally necessary. Before deciding what data we would have collected, let us first consider some of the significant uses of the school census. Briefly, the school census-

- (1) Provides a complete enumeration of all children of compulsory school age—as a basis for enforcing the provisions of the compulsory education and child labor laws.
- (2) Provides a reliable means of identifica tion of children within the compulsory school period.
- (3) Aids in child-accounting studies—acceleration, retardation, elimination-by showing facts about children for each age-year, for various race-groups, and for different geographical and district divisions.
- (4) Aids in discovering possible low ratio between (a) school population and total population, (b) school population and school enrollment, and (c) school enrollment and average daily and aggregate attendance.
- (5) Promotes expeditious and effective treatment of attendance irregularities. Child and parent are easily located.
- (6) Aids in safeguarding the children from some capricious and selfish parents who would have their children prematurely help in "earning a living." This is done especially by

### HUMOR IN TEACHING.

Anybody who has not a sense of humor has no business to be a schoolmaster at all. All sen-sible teachers, of course, know how to introduce the humorous element at the right moment. danger is taking humor seriously. I am all for a lot of it-provided it comes unexpectedly and does not come stereotyped.-G. H. Chesterton.

authentic age records.

- (7) Aids in planning a school building program.
- (8) Provides complete returns for a basis of state apportionment where these returns are used as basis.
- (9) In general, is "a useful index of the educational needs of a city arising from the growth, movement and character of the popula-

On the basis of the above, the following data would seem to be essential:

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- 1. Full name of child, race and sex.
- Residence.
  - As appears on school records. (a)
- (b) Present.
- (a) First name of Father.
- (b) First name of Mother.
- (e) Full name of guardian.
- Date of birth of child:
- (a) Month, day, year.
- (b) Authority for date of birth.
- (c) Age of child on last birthday.
- Place of birth.
  - (a) Of Child.
  - (b) Of Father.
  - (c) Of Mother.
- Grade reached in school-Parents.
  - (a) By Father.
  - (b) By Mother.
- School attending (of child).
- Employed.
  - (a) Kind of certificate.
  - (b) Kind of work.
  - Name and address of employer.

### Accuracy Essential.

An important factor in the accuracy and reliability of the school census is the authentication of ages of children. Where the enumerat on has been lax, the ages given have not always been reliable. At times, neither the attendance officer nor the child cared whether the age given was authentic or not. The difficulty was increased by the fact that different communities have different ways of computing ages. In cities having good attendance systems, a standard method of age computation<sup>2</sup> is used and proof of the child's age is required, the record of such proof being entered on the census card. Such proof may be a birth certificate, a baptismal certificate, a passport, or a parent's affidavit with a physician's endorsement. The former is the most authentic and should be preferred to all others. The latter should be accepted only after it can be shown that it is impossible to obtain a better one.

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<sup>&</sup>lt;sup>3</sup>Such. for example, as the Strayer-Engelhardt Age Computation Table, published by C. F. Williams & Son, Albany, N. Y.

In AM. SCHL. BD. JOURNAL. March, 1922, p. 87.

# The Most Recent Federal Grant to Public Schools

Professor Fletcher Harper Swift, University of Minnesota.

Federal aid to public schools had its beginning nearly 150 years ago. In the year 1780, Congress gave its pledge to the states that the vast western domain which they claimed and which Congress sought to make the property of the federal government, if ceded by the in-dividual states would be disposed of for the benefit of all. New York was the first state to give up her claims, doing so March 1, 1781. Virginia, Massachusetts and Connecticut followed suit. On May 20, 1785, Congress passed the now famous ordinance which provided for the survey of the public domain and for reserving in the same of section 16 in every congressional township. Thus began a national policy which eventually led to granting the states vast endowments of federal lands and moneys for public schools.

Every one of the 30 states carved out of federal domain has received a grant of congressional township lands for public schools, or has been given landscrip or money in lieu of such domain. Besides lands granted specifically for public schools, the United States government bestowed upon the public land states various other grants of land which many of our states devoted to common schools. Lands thus used included salt land, lands granted for the purpurpose of internal improvement and swamp

In addition to federal grants of land which the states have devoted to public schools, generally by creating out of them funds, Congress has from the beginning made grants of money to the states, many of which have used the same for public schools. Sometimes such moneys have been distributed by the states receiving them, as current revenue, but more frequently they have been employed to create permanent endowments for public schools or to enlarge such endowments already existing.

The most important money grants which have been devoted to public schools, all or in part include so-called precentum grants, the United States Deposit Fund of 1833, the Surplus Revenue Fund of 1837, the Distributive Fund of 1841 and grants from the proceeds of Federal Forest Reserves. This last grant was provided for on May 23, 1908, by Chapter 192

of the Acts of Congress.

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The policy of the Federal Government with respect to grants for public schools has been marked by increasing generosity. The first land grants to the states bestowed upon them only section 16 in each township. As early as 1848 the township grant was increased to two sections. Arizona, New Mexico and Utah each received upon admission into the Union, four sections of federal domain out of every congressional township. There are probably few people in the United States today who are aware of the fact that the last Congress passed an act which, although limited in its scope, cannot fail to be of great interest to the citizens of every state, both because of the large grants of federal money which will be received under the terms of this act by California, Montana, and Wyoming; and because this act constitutes the last chapter in the long history of congressional grants for public schools.

The only states coming under the terms this act, are those containing federal domain in which are situated non-metallic mineral deposits such as coal, oil, phosphates, etc. As will appear from subsequent paragraphs, the amount of money which the states affected by this act will receive is in most cases of distinctly negligible importance. However, California will

receive a princely annual revenue which she has already converted into a fund to be used exclusively for the support of junior colleges; and Wyoming estimates that from her share she will derive no less than \$250 annually for every elementary teacher and \$375 for every high school teacher. The act to which we have referred is entitled, "An Act to promote the Mining of Coal, Phosphate, Oil, Oil Shale, Gas and Sodium on the Public Domain, etc.,", was approved February 23, 1920, and constitutes Chapter 85, Acts of the 66th Congress. As its title suggests, this act is designated primarily to promote the industrial development of coal, oil and other non-metallic mineral deposits in lands owned by the United States government. As will be seen in the immediately following paragraphs, it is the method of disposing of the lands and royalties paid to the United States Government for the use of such lands, that gives significance of this act for public schools. The Act provides in part that:

"Deposits of coal, phosphate, sodium, oil, oil shale, or gas, and lands containing such deposits owned by the United States, including those in national forests, but excluding lands acquired under the Act known as the Appalachian Forest Act, approved March 1, 1911 (36 Stat., 961) and those in national parks, and in lands withdrawn or reserved for military or naval uses or pur-poses, except as hereinafter provided, shall be subject to disposition in the form and manner provided by this Act to citizens of the United States, or to any association of such persons, or to any corporation organized under the laws of the United States, or of any State or Territory thereof, and in case of coal, oil, oil shale, or gas to municipalities."

Under the terms of this act, commonly known as the Oil and Mineral Leasing Act, public land states in which are situated Federal lands containing non-metallic mineral deposits of the classes covered by the Act, are entitled to twenty percentum for past production, and to 371/2 percentum for future production of the moneys paid to the United States as bonuses, royalties and rentals for the lease of such lands providing, that all moneys accruing to the United States from land within the National Petroleum Reserve shall be deposited in the United States treasury as miscellaneous receipts.

Moneys other than those paid to the states shall be disposed of as follows: Ten percentum, excluding moneys from Alaska, shall be paid into the treasury of the United States and credited to miscellaneous receipts; to miscellaneous receipts shall be credited also, as just noted, all moneys accruing to the United States under the provisions of this act from lands within the Naval Petroleum Reserve.

This act like the Forest Reserve Act, provides that the moneys granted to the states shall be devoted to public roads and to education. It rests with the individual state to determine what proportion of the proceeds shall be devoted to either of these projects. California as we shall see, devoted the entire proceeds to junior Whereas moneys derived from the colleges. Federal Forest Reserve fund must go to the counties, the moneys accruing from the Oil and Mineral Leasing Act go directly to the respective states and thus constitute state funds. Moneys devoted to education by a state need not necessarily be used for public schools, but may be devoted to other educational institutions. Wyoming devotes 10% to her state university.

It is difficult to secure detailed information regarding the effects of the Oil and Mineral Leasing Act, owing to its recency. According to a statement received from the General Land

Office of the United States and dated August 11, 1922, eight states received grants under the terms of this act during the fiscal year 1921, and nine states during the year 1922. The total receipts during the fiscal year 1921 amounted to \$10,373,165.52, and during the fiscal year 1922, to \$7,336,921.06, making a total for the two years of \$17,710,086.58. The following table shows the total amount of royalties derived from bonuses, royalties, rents, and leases of non-metallic mineral lands in the eight states referred to, and the amount paid to each state.

FEDERAL ROYALTY FUND, 1921.

Receipts in fiscal year 1921 during or on account of production.

Total Royalties	Amount Paid to State
\$ 6,437,107.41	\$ 777,061.32
100.00	37.50
532.20	199.58
128,175.05	43,168.12
210.00	78.75
45.25	16.97
800.00	300.00
. 3,806,195.61	985,943.80
	532.20 128,175.05 210.00 45.25 800.00

TOTAL .....\$10,373,165.52 \$1,806,805.96 We see from the above table that the grants paid to the eight states during the fiscal year 1921 were of negligible importance, except in the case of California, Montana, and Wyoming. California and Wyoming have both made careful provision regarding the use of their respective federal mineral royalty grants. The interest of the Congressional Act of February 23, 1920, lies not only in the large grants received under it, by California and Wyoming, but also in its possibilities, for should non-metallic mineral deposits of great value be discovered in any of the public domain, they would thus become a source of revenue to the state in which they were situated. We may conclude our account of this fund by a brief statement of the action taken by California and Wyoming respectively.

California by an act approved May 27, 1921, accepted the terms and provision of this congressional act and provided that the entire proceeds derived therefrom shall constitute a current fund to be known as the State Junior College Fund. This fund shall be used for the maintenance of junior colleges provided that any excess not required for the maintenance of such colleges shall be added to the State School Fund and thus devoted to elementary schools.

The State of Wyoming has provided that 50 per cent of her quota of moneys derived under the said congressional act shall be devoted to salaries of rural school teachers. Wyoming designates this fund as the Government Royalty Fund. According to a statement contained in "The Wyoming Educational Bulletin", June, 1922, page 1, the Government Royalty Fund contained on April 30, 1922, \$1,148,000.00. This bulletin contains the following quotation from the Wyoming State Tribune, issued June 17th, as to the income from the Government Royalty Fund and the distribution of the same.

"Since the state's fiscal year does not end until July 1, 1922, it is necessary to approximate the year's return from this source, which, at the same rate, would be about \$1,378,726.44 or an increase over last year's royalties of \$392,000. Last year was the first that the states have benefited from the act of congress returning royalties from minerals produced within the

"This government royalty fund is divided among the state's activities as follows: Two per cent goes to each county in proportion to the oil and gas production of each county; ten per cent is credited to the University of Wyoming for the construction, equipment and furnishing of new buildings and for the repairing of the present structures; 38 per cent goes to the

State Highway Commission for road construction and maintenance while 50 per cent is distributed among the various counties for school purposes on a basis of the number of teachers

employed during the preceding year.

"Fifty per cent of this estimated fund equals \$689,363.22. The annual reports from the county superintendents are not due until August 1st, so that at the present time the exact num-ber of teachers to be used in the 1922 distribution is not known.

"The distribution per elementary, rural and high school teacher will be somewhere near \$250 per elementary and rural teacher and \$375 per high school teacher. This will be most substantial and welcome financial assistance to school districts."

The Federal Forest Reserve Act and the Oil and Mineral Leasing Act are alike in one important respect. The grants of money made available for public schools in each case are limited to those states fortunate enough to contain federal domain coming under the terms of the respective acts. The remaining states in the Union are in no wise benefited by either of these

The question naturally arises whether other states than those in which forest reserves or mineral deposits belonging to the United States are situated, are not entitled to aid from such or similar funds. One of the marked and most progressive policies in public school finance today on the part of our states is to use state school funds for equalization purposes. If the Federal Government is going to adopt a policy of having large annual funds available for the support of public schools, we may well ask whether California and Wyoming, two of the richest states in the Union and states which have already received princely endowments from the federal government should be further subsidized, while other states such as Arkansas and Mississippi, not to exclude certain New England states, which viewed from the standpoint of their comparative wealth are poverty stricken, get nothing.

At the time when Congress was seeking to persuade the states then constituting the Union to cede their claims to western territory, it definitely pledged itself that the lands ceded to the Federal Government by the states should be disposed of for the benefit of all. Yet, although Congress has betowed millions of acres upon each new state, it has done nothing for any of the original states or the states carved out of them with the exception of Virginia, Connecticut and Tennessee. As long ago as 1821, Maryland made an effort to force Congress to recognize the Federal Government's obligation to all the states in the Union, stating that all the states had equal rights in the public lands, and that those for whom no appropriations had been made were entitled to such.

In 1841, Congress actually passed an act which attempted to provide for the distribution among the 26 states in the Union, the District of Columbia, and the territories of Wisconsin, Iowa, and Florida, of the net proceeds of the sales of public land, after deducting the amounts required to pay certain grants to the states under the terms of other acts. Only one distribution of federal moneys was made under the terms of this act.

The Federal Land Office reports that there were on July 1, 1921, in the United States, exclusive of Alaska, approximately 190 million acres of land still owned by the Federal Government. The sale of these lands at an average price of \$10.00 per acre would yield a fortune of \$1,900,000,000. This fortune invested in 4 per cent securities would produce an annual income of \$75,000,000.

Another potential source of such a federal equalization fund is to be found in the indemity and debts due to the United States from foreign nations as the result of our recent World War. A precedent for such a policy

exists in that adopted in connection with the indemnity arising from the Boxer Rebellion in China.

Were a great federal public school equalization fund to be created, its annual revenue should be distributed among the states in accordance with sound principles of school finance. If the federal government is to provide annual funds for public schools, let it bring together all the resources it can and combine the same in a national equalization fund. The quota granted to any state should depend upon the latter's ability to provide school revenue as denoted by its wealth per school child or teacher employed, upon its effort as compared with that of other states to provide educational facilities.

Our national Government has left to the states the provision and question of public schools. To some of our states, to aid them in discharging their obligations, the Federal Government has given out of its own wealth vast fortunes in land and money. Despite these facts, all data at hand show conclusively not only that education is neither universal, equal nor free in the United States today, but that inequalities in wealth among our states are so great as to seem to preclude the possibility of maintaining anything like uniform systems of education. Under these circumstances, it seems neither sound nor justifiable to continue bestowing upon a few states of great wealth additional federal funds, while other sister commonwealths whose poverty is a fact of common knowledge are left to struggle on under their own burden.

In conclusion, it should be noted that the suggestion here made for a federal equalization school fund is not open to most of the criticisms made against a policy of federal aid by the opponents of the Sterling-Towner Bill. For the establishment of a fund along the lines here outlined would not place any burden of federal taxation upon the states, and the aid would be limited only to those states where the need was evident. It might mean the substitution in many of our states of a federal equalization fund for subsidies granted from private funds such as the Rosenwald, Jeanes and Rockefeller Funds. However hostile one might be to the proposed policy, it would seem he must admit it preferable both to the situation which exists at the present time and to allowing our more needy commonwealths to depend upon private foundations. To one interested in this aspect of the situation, it may be illuminating to know that a recent study of the State of Arkansas revealed the fact that 82 per cent of the moneys provided to maintain the state department of education is furnished by the Rockefeller Foun-

# DRUMMING UP BUSINESS

F. R. French.

"It Pays to Advertise" is a slogan so old, so often used and is a fact so well recognized, that it is accepted in the business world as an unquestioned truth. By adopting this slogan and by industrious application of its principles the wide awake merchant of today is making his success.

The business man who sits complacently in his office and waits for customers to come and buy may acquire wealth simply because of the known value of his product, but more successful is the man who, knowing the procrastinating nature of the average buyer, goes forth and "drums up business," either by personal contact with his customers or by clever advertising campaigns.

If this same business man should suggest to a group of high school instructors that they were falling down on their jobs because they were not selling their subjects they would probably wonder if the man were not slightly unbalanced. The idea of a pedagog selling his subject. No one ever heard of such a foolish idea. If Mr. Average Pedagog were told that he ought to go out once in awhile and "drum up business' he would without doubt, throw up his hands in horror at the very thought of it. No, it isn't being done. "Drumming up business" is not even mentioned in the great books on pedagogy.

It is a well known, and perhaps lamentable fact, that the pedagog is not a good salesman. He is but a more or less humanized machine that grinds out knowledge at the rate of so much per year. He cares not whether his students are clamoring for his subject or whether they take it merely to complete their course. His raw material is the heterogeneous mass of young humanity that is poured in on him twice each year, and his finished product the same mass of humanity after being exposed to his knowledge for one, or perhaps two, semesters.

But to get back to the subject under discussion. The writer of these lines has proved to his own satisfaction that it is entirely possible and also proper, for a high school instructor

to "drum up business," and to sell his subject, not only to his students, but to the public at

For four years the writer was instructor in shorthand and typewriting in a high school of approximately one thousand students. He started with ten typewriters and fifty students. Being alive to the possibilities of his subject and believing that a greater percentage of high school students should know how to typewrite, he immediately started out to "drum up business." One of the first things done was to start a class at eight o'clock in the morning for students who were planning to attend the university. It was an easy matter to sell the idea to these students as they could readily see that the ability to typewrite would be of material help to them in writing their class notes and theses at the university.

New typewriters had to be purchased, and other classes organized to take care of the demand. A night school was organized, and with the assistance of two newspaper articles, so many students enrolled that more typewriters had to be purchased.

At the end of four years the typewriting department had sixty machines, three hundred fifty day students, one hundred twenty night students and an A-1 rating in the community.

The students in this department were keenly interested in its growth and success. They were all loyal boosters. They knew, without a doubt, that typewriting was a subject that would be of real help to them during their lives, and the community at large felt that there was at least one department in the high school that was wide awake and progressive.

Had the usual pedagogic lines been followed this department would probably have gone on with its ten typewriters and fifty students, most of whom would have been ashamed to admit they were commercial students.

A good slogan for the progressive high school teacher might be "don't be ashamed of your profession-let the public know what you are selling."

# Designing and Equipping the School Cafeteria

A. E. Merrill, Chicago, Ill. (Conclusion)

We have left for last consideration the dishwashing pantry, but by no means is it of least importance. Probably more money and thought has been expended in developing dishwashing machinery than in perfecting any other kitchen appliance. This has largely been due to the constantly increasing difficulty of securing the class of help which will perform this disagreeable task. and secondly to the demand for better and more sanitary dish washing.

The original machines were square or round tanks provided with a propeller at the side or botttom of the tank. This propeller was rapidly rotated, causing a violent whirlpool motion in the tanks, which cleansed dishes packed in wire baskets and immersed in the tanks. The more modern and sanitary method is to stack the dishes in trays which are pushed along on tracks over the tanks. A centrifugal pump or a mill wheel propeller throws the water from the tanks over and over on the dishes. A final rinsing spray of hot water cleanses the dish of the wash water. A dishwashing machine is absolutely essential both as a labor saver and a means of reducing dish and glass breakage.

As important as the dishwashing machine itself is the set of tables which surrounds it. The most satisfactory dish pantry is the hollow square. The tables are made of fourteen gauge galvanized iron and built in the shape of a shallow sink four inches deep with sloping sides. These are mounted on 11/4" iron pipe standards and pitched to drain into the sinks and dish water. The soiled end of the table is provided with a 6" hole and rubber bound scraping block. Adjacent to it and built into the table is a twocompartment silver and glass sink measuring 36"x18"x12". Over this as well as over the clean dish table is an elevated metal shelf for stacking the glasses and silver when cleaned.

Adequate provision for hot water supply should be made for any dishwasher as it will not operate properly with lukewarm or cold water. A 250 gallon tank for the dishwasher alone is none too large for a cafeteria serving 1,000 meals at noon. If hot water is plentiful, the dishes come out of the machine so hot that they will air-dry in a few minutes, so that no wiping is necessary. The dish pantry should be located adjacent to a door or slide leading to the dining room and an aisle in the dining room should be provided for carrying the soiled dishes

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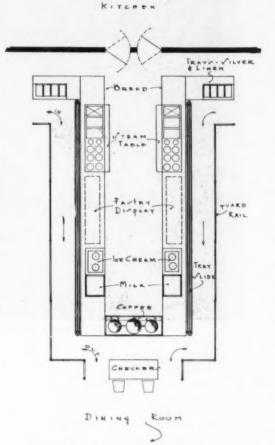
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It is not the purpose of this article to discuss the small equipment necessary, such as china, silver, glassware, linens, small kitchen goods, etc. The lists which follow will show the quantities that are necessary for each suggested cafeteria. Some suggestions, however, are advisable. Aluminum trays 14"x18" are most practical. Silver should be at least twelve pennyweight on a nickel silver base, and china with a hard vitrified body and of hotel weight should be selected. Each table requires a sugar bowl, salt and pepper shaker and a vinegar cruet. Paper or butcher linen napkins should be provided at the counter.

An elastic composition tile floor is the best. Ventilation must be thorough and complete and the more natural light and air that can be secured, the better.

In pricing each of the lists that follow, the equipment has been selected in accordance with the description given above. It is entirely possible to add materially to or subtract from these



TYPICAL DOUBLE SERVICE COUNTER.

totals accordingly, but the average installation is made in accordance with these lists. In no instances have power equipments been listed unless considered absolutely necessary. Many others could be included such as dish conveyors, refrigerating machines, etc. As a rule, these are only included in the very largest school cafeterias and will not be described here.

As before stated, the complete single service unit we have here described has a capacity of about 200 every fifteen minutes. Where it is impossible to serve the pupils in shifts, it is well to add a second service where the number desiring meals at one time is liable to be 300 or over. This is easily done by a second counter which is a duplicate of the first and can be arranged with reference to the kitchen in a horseshoe, or if the room permits, paralleling the kitchen walls. The students come from both

sides of the room toward the center where a double battery of urns does duty for both counters. Any multiple of this service can be arranged; as many as six double horseshoe units, twelve services in all, are used successfully in commercial or industrial installations.

The points to be watched particularly are: First, that simplicity should be the keynote. Second, the equipment should be determined on the basis of the ultimate capacity of the school rather than its enrollment at the start. Third, sufficient equipment to reduce labor should be provided. Fourth, equipment should be of standard, sanitary construction, chosen for durability and long life.

TYPE "A" OUTFIT.
Seating capacity 32. Continuous hourly capacity approximately 100. To be used in smaller schools where the total enrollment is not over 200 pupils.

Exposed kitchen, right-hand service.

Item 1-1 sectional maple cook's table with shelf and drawer, 6'x36".

Item 2-1 open top, single oven gas cafe range. Item 3-1 galvanized iron sink, 24"x24"x14" deep.

Item 4-1 oak refrigerator, 60"x31"x74".

Item 5-1 galvanized clean dish table, 66"x24" with metal shelf over.

Item 6-1 two-compartment galvanized sink, 42"x24"x14".

Item 7-1 soiled dish table, 66"x24".

Item 8-1 metal counter, painted front, 3/4" glass top, 14' long x 30" wide x 36" high, with three-bar slide rail.

Item 9-1 steam table, nickel silver top, 42" long x 23" wide.

Item 10-1 nickel silver insulated ice pan, 24" "24"x7" deep.

Item 11-1 single can ice cream cabinet, 22"x 22"x31".

Item 12-1 nickel silver urn tray, 24"x24".

Item 13-1 four-gallon coffee urn.

Item 14-1 lot of iron pipe guard rail, 3 posts, 10'x36".

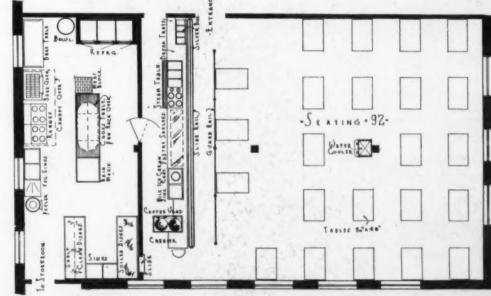
Item 15-1 bottle water cooler.

Item 16-8 spar varnish top tables, 36"x36".

Item 17-2 2/3 dozen bentwood chairs, wood

Item 18-1 lot of chinaware consisting of: 5 dozen 9" plates, rolled edge, 10 dozen 6" plates,

10 dozen 51/4" saucers, 5 dozen 51/8" soup bowls,



TYPICAL SCHOOL CAFETERIA OUTFIT "C."

5 dozen 71/2 oz. coffee mugs,

34 dozen 34 pound covered sugars.

Item 19-1 lot of glassware consisting of:

5 dozen water tumblers,

9 vinegar cruets,

11/2 dozen salt and pepper shakers,

5 dozen sundae dishes.

Item 20- 1 lot of silverware consisting of:

3 dozen knives,

5 dozen forks,

5 dozen teaspoons,

3 dozen soup spoons.

Item 21- 1 lot of kitchen utensils as selected. Cost about \$1,435.01, f. o. b. Chicago, not installed.

TYPE "B" OUTFIT.
Seating capacity 60. Continuous hourly capacity approximately 175. To be used in schools where the total enrollment is not over 400.

Exposed kitchen, right-hand service.

Item 1- 1 sectional maple cook's table with shelf and drawer, 6'x36".

Item 2- 2 open top, single oven gas cafe ranges.

3-1 galvanized iron sink, 24"x24"x14" Item deep.

4-1 oak refrigerator, 76"x31"x74". Item

5-1 sectional maple meat block, 18"x Item 18"x12".

Item 6- 1 galvanized clean dish table, 72"x 24" with metal shelf over.

7- 1 galvanized soiled dish table, 72"x Item 24". 8-1 two-compartment galvanized sink, Item

42"x24"x14".

Item 9- 1 porcelain enamel steel counter, 3/4" glass top, 22' long x 30" wide x 36" high, with three-bar slide rail.

Item 10- 1 nickel silver steam table, 5' long x 23" wide.

Item 11- 1 single pastry display shelf 4' long x 15" wide x 15" high.

Item 12-1 ice cream and milk cabinet, 48"x23".

Item 13- 1 nickel silver urn tray, 24"x24".

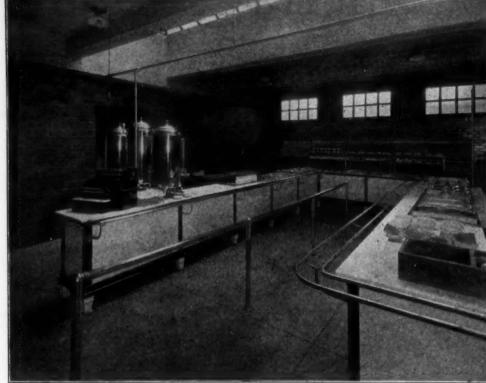
Item 14— 1 six-gallon coffee urn.

Item 15- 1 lot of brass guard rail, 4 posts, 18'x36".

Item 16— 1 bottle water cooler.

Item 17-15 tables with 34" white glass tops, 30"x48".

Item 18- 5 dozen imported bentwood chairs. Item 19— 1 lot of chinaware consisting of:



McKINLEY HIGH SCHOOL, CANTON, OHIO.

10 dozen 9" plates,

20 dozen 6" plates,

20 dozen  $5\frac{1}{4}$ " saucers, 10 dozen  $5\frac{1}{8}$ " soup bowls,

10 dozen 71/2 oz. coffee mugs,

11/4 dozen 3/4 pound covered sugars. Item 20— 1 lot of glassware consisting of:

10 dozen water tumblers,

11/4 dozen vinegar cruets,

21/2 dozen salt and pepper shakers,

10 dozen sundae dishes.

Item 21— 1 lot of silverware consisting of:

6 dozen knives,

10 dozen forks,

6 dozen teaspoons,

10 dozen soup spoons.

Item 22- 1 lot of kitchen utensils as selected. Cost about \$2,626.44, f. o. b. Chicago, not installed.

TYPE "C" OUTFIT.

Seating capacity 92. Continuous hourly capacity approximately 300. To be used in schools where the total enrollment is not over 600.

- Item 1- 1 sectional maple cook's table with shelf and drawer, 8'x36".
- 2-1 sauce pan rack, 6'x30". Item

Item 3— 2 open top, single oven gas cafe ranges.

Item 4-1 two-compartment galvanized sink, 48"x24"x16" deep, with one 24" drainboard.

Item 5-1 twenty-pound vegetable peeler.

Item 6-1 cabinet bake oven, 42"x27".

Item 7-1 range canopy, 10'x48".

Item 8— 1 poplar top baker's table, 6'x30".

Item 9-1 28" steel mixing bowl.

Item 10- 1 oak refrigerator, 89"x39"x81".

Item 11— 1 sectional maple meat block, 24"x 24"x16".

Item 12- 1 copper lined bain-marie pan, 36"x 36". soiled dish table,

Item 13— 1 galvanized 8'x30".

Item 14-1 galvanized clean dish table, 8'x 30", with elevated metal shelf over.

Item 15-1 two-compartment galvanized dish sink, 48"x24"x16".

Item 16-1 glass cafeteria counter and checker's stand, 1" glass top, 29' long x 30" wide x 36" high, with three bar slide rail.

Item 17— 1 four-compartment nickel silver box.

Item 18-1 nickel silver top steam table, 6'x23"

Item 19-1 double pastry display shelf, 7' long x 15" wide x 19" high. Item 20- 1 four-foot ice cream cabinet and

milk sink. Item 21- 1 nickel silver urn tray and cup

warmer, 44"x24"x36". Item 22-1 two-piece battery of urns, consist-

ing of one six-gallon coffee urn and one fifteen-gallon water urn.

cashier's stool.

Item 24-1 lot of brass guard rail, 5 posts, 24'x36".

Item 25-23 tables with 3/4" white glass tops, 30"x48".

Item 26-7 2/3 dozen imported bentwood chairs, cane seat.

Item 27-1 continuous flow white porcelain water cooler with tumbler shelves.

Item 28— 1 lot of chinaware consisting of: 15 dozen 9" plates, rolled edge,



PITTSBURG HIGH SCHOOL, PITTSBURG, KANSAS.



McKINLEY HIGH SCHOOL, CANTON, OHIO.

25 dozen 6" plates,

25 dozen 5½" saucers, 15 dozen 5½" soup bowls,

15 dozen 71/2 oz. coffee mugs,

2 dozen 3/4 pound covered sugars.

Item 29-1 lot of glassware consisting of:

1 barrel (20 dozen) water tumblers,

2 dozen vinegar cruets,

4 dozen salt and pepper shakers,

15 dozen sundae dishes.

Item 30-1 lot of silverware consisting of:

3 dozen knives,

12 dozen forks,

12 dozen teaspoons,

8 dozen soup spoons.

Item 31- 1 lot of kitchen utensils as selected.

Cost about \$4,978.40 f. o. b. Chicago, not installed.

### TYPE "D" OUTFIT.

Seating capacity 224. Continuous hourly capacity approximately 700. To be used in schools where the total enrollment is not over 1,000. This shows typical complete single service unit of maximum capacity.

Enclosed kitchen, right-hand service.

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Item 1-1 two-compartment galvanized sink, 48"x24"x16", with one 24" drain-

Item 2-1 thirty-pound vegetable peeler.

Item 3-1 three-section vegetable steamer. Item

4- 1 forty-gallon aluminum jacket ket-

Item 5- 1 drip pan, 6'x36".

Item 6-2 solid top hotel ranges.

Item 7— 1 canopy, 13'x48"x24".

Item 8-1 galvanized sink, 30"x24", with one 30" drainboard.

Item 9- 1 bake oven, 42"x27".

Item 10- 1 poplar top baker's table, 6'x30".

Item 11- 1 mixing machine with one thirty and one eighty quart bowl.

Item 12- 1 sectional maple cook's table, 8'x 36".

Item 13— 1 sauce pan rack, 6'x30".

Item 14— 1 copper lined bain-marie pan, 36"x36".

Item 15- 1 sectional maple cutting bench, 48"x30".

Item 16-1 sectional maple butcher's block, 30"x24".

Item 17- 1 "Buffalo" meat chopper, 17" bowl. Item 18-1 storage refrigerator, 7'x5'x10'.

Item 19— 1 sectional maple table, 72"x30".

Item 20-1 service refrigerator, 60"x31"x74". Item 21- 1 galvanized soiled dish table, consisting of 45 square feet, with 9' of elevated metal shelf over.

Item 22- 1 two-compartment galvanized silver and glass sink, 36"x18"x12".

Item 23-1 galvanized clean dish table, consisting of 28 square feet.

Item 24-1 power dishwasher with capacity for 3,000 pieces per hour.

ltem 25— 1 glass cafeteria counter, 30' long x 30" wide x 36" high, with 1" glass top and three-bar slide rail.

Item 26-1 checker's desk, 36"x24"x36" high.

Item 27- 1 checker's stool.

Item 28-1 nickel silver silver box, 38"x14".

Item 29- 1 steam table, 7'x23", nickel silver top.

Item 30-1 double pastry display shelf, 7' long x 18" wide x 19" high.

Item 31- 1 5' combination ice cream and milk cabinet.

Item 32- 1 white porcelain, nickel silver trimmed urn stand and cup warmer, 64" long x 24" wide x 36" high.

Item 33- 1 three-piece battery of urns, consisting of two six-gallon coffee urns and one fifteen-gallon hot water urn.

Item 34- 1 lot of 2" nickel plated brass guard rail, 5 posts, 24' long, 36" high.

Item 35- 1 continuous flow water cooler, white porcelain exterior, with glass shelves.

Item 36-56 tables with 3/4" white glass tops, 48"x30".

Item 37-18 2/3 dozen imported bentwood chairs, wooden seat.

Item 38— 1 lot of chinaware consisting of:

25 dozen 9" plates, 50 dozen 6" plates,

50 dozen 51/4" saucers.

35 dozen soup bowls.

35 dozen 71/2" coffee mugs,

5 dozen 3/4 pound covered sugars.

Item 39-1 lot of glassware consisting of: 2 barrels (44 dozen) water tumblers,

> 5 dozen vinegar cruets, 10 dozen salt and pepper shakers,

35 dozen sundaes.

Item 40- 1 lot of silverware consisting of:

30 dozen knives,

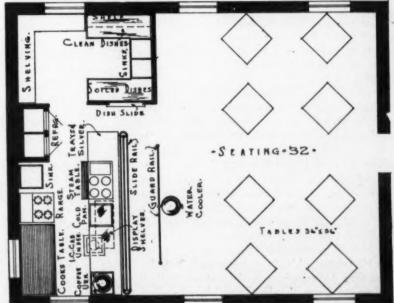
30 dozen forks, 30 dozen teaspoons,

20 dozen soup spoons.

Item 41- 1 lot of kitchen utensils as selected. Cost about \$10,380.07 f. o. b. Chicago, not installed.



SHAW TECHNICAL HIGH SCHOOL, CLEVELAND, OHIO



TYPICAL SCHOOL CAFETERIA OUTFIT "A."

# Should a School Board Follow Public Opinion?

V. M. Wiley, Member Board of Education, Hutchinson, Kansas.

We should never forget that we are living in, and are a part of a democracy. Our whole system of government is based upon representation ' of the people. There are comparatively few appointive offices in this country. Most persons holding positions of public trust are elected, supposedly because of their qualification and fitness for the office. Unfortunately it can not always be true that men and women are elected to offices because of their fitness, but if we believe at all in our form of government, we believe that in the majority of cases the voters select folks who are fitted for the position.

The boards of education in Kansas are elected by direct vote of the people. In some states I believe they are appointed and are under the direction of the city administration which in my judgment hampers greatly their efficiency. The plan of direct election, as we have it, brings the choice directly to the people and is just that much more in keeping with our system of government. It is more apt to make the board responsive to public opinion than if it were appointive and thus made more responsive to the policy and wishes of the administration by which it is appointed.

While most people will agree that any servant of the public should try to know and carry out the wishes of the people as nearly as possible, yet I think that every man or woman in public service should try to make such a study of the work given to him in order that his or her opinion would carry some weight and respect, and that he or she should be able to be a large factor in guiding public opinion.

I know of no office to which this applies any more than it does to the board of education. Our people are not satisfied with anything short of the best in education and for this very reason are liable to be more charitable with expenditures and to give boards of education more leeway in the development of their work than they are in most any other branch of our public work; therefore a corresponding degree of responsibility rests upon the boards.

### School Board Functions.

The functions of the board of education naturally fall into two divisions:

1st-Financial and Administrative.

2nd—Guidance of the general policy of the schools as to educational program, selection of teachers, etc.

The board is apt to hear most quickly from the public on the financial side of their work for the reason that there is the ever present question of taxes and the holding of the board responsible for the expenditure of the money. The ever increasing demand for better equipment, for diversified courses of study and better qualified teaching force-all add to a constantly increasing cost of operation. In the main the public sees only the figures and notices particularly the amount of the tax levy and unless a board can show reasonable expenditure of the funds it is pretty apt to have to listen to public opinion whether it wants to or not.

A school board should keep the public informed as to the expenditure of funds, the reason for such expenditures and with as many details as possible as to the increasing demands. My observation is that the public is more willing to spend its money for schools than for any other item for which taxes are collected, because they believe in schools and want their children to have the best possible education.

The board that is careful to have the public understand the "whys" for the expenditure of the money, even though the sum be great, will not have much occasion to listen to public opinion, at least to adverse opinion.

The second responsibility of boards of education, that of directing the general educational policy is a big question and one that is more involved as far as the public is concerned. To this division of the work, it is more incumbent upon the board to direct public opinion. A community which elects a man to membership upon a board of education solely because he is a good financier, or at least elects a majority of the board because they are good financial managers, and gives no consideration to their other qualifications, is lacking in vision.

There is so much experimenting in courses of study, in psychology, in health and its relationship to education; in morals and the responsibility of the schools in this regard; in a thousand and one things to which formerly schools paid little attention, that it is requiring more and more men and women with some ability to guide these things and to choose between the things that are important and those, that are

A great many people are thinking on these subjects today, and not all of these people by any means, are on boards of education; but it seems to me that if board members measure up in any degree to the job, they should be able to see these things at least as soon as the public and if possible to be a few steps ahead of the

public in regard to them.

In this sense I think boards of education should not always follow public opinion but should rather be leaders, the kind of leaders who are able to go to all available sources for their own education and guidance. One of these sources must of course be the opinion of the public in general. But to be fitted for the right kind of leadership for their position board members should keep abreast of the times in all these developments and be able to give real

So to sum up my answer to the question "Should a board of education follow public opinion?" I should say that the ideal board of education must be a happy combination of followers and leaders, followers to the extent of being responsive to the will of the majority of the people, but leaders to the extent of in a large degree moulding that will.

# Intelligence Test and Promotions

Dr. Carl Wurth, Instructor Normal School, Düsseldorf, Germany.

The tendency in the United States to depart from old time methods in the matter of promoting pupils in the grades is graphically illustrated in a recent cartoon published in the AMERICAN SCHOOL BOARD JOURNAL. The new method is pictured in a Goddess who scrutinizes the pupil through an enlarging glass, while the old is expressed in a scoop shovel by means of which the pupils are transferred from one bin to the other.

While I admire the work of a resourceful cartoonist in thus contrasting the new with the old method in the field of pupil promotion, I am by no means wedded to the thought that the old was all wrong and that the new is entirely right. There is at least one phase of the old method which must not be entirely overlooked, and which it seems to me, in the face of the new, is entitled to consideration.

Is it desirable to promote the gifted pupils of a class and thus segregate them for advanced study? That is the question as I understand it. Or, the question might be put in another form: Is it practical to promote pupils, according to plan or schedule, before the end of the school term or year? The first question is practically embodied in the second.

Our first impulse, having in mind the interests of the gifted pupils, is to answer the question in the affirmative. The thought, too, is that the weaker must not become a drag upon the stronger, and that in the nature of things the cause of education demands an unobstructed roadway for the stronger. The obviously unquestioned acquiescence on the part of educational leaders to such promotions, when the question came under consideration here a few years ago, has since prompted some of the German schoolmasters to hesitate and to weigh the larger aspects of the same. If the affirmative side to the question is entirely correct, it has been asked, why was not a sharper distinction between the "exceptional" and the "average"

made sooner by the great pedagogs?

Why acquiesce so readily? Why not ascertain what the gains and losses are? Or, at least let us contrast the losses with the gains, and strike a balance in order to learn whether the cause of popular education is really advanced in the rapid promotion of the gifted pupil. In attempting to advance an argument against such promotions, I must state that I am only concerned with the practicability of a formal plan or method guiding them. I have not in mind the single, exceptionally talented pupil or prodigy who absorbs knowledge in his own way and who would find any school a hindrance to his progress. I have in mind, however, that fair percentage of bright pupils found in every classroom which may be subjected to a systematic plan of promotion.

There are those of us who would retain this minority-the bright pupils-through the entire course, semester or year, together with the less gifted, and who stand ready to defend their position. It is admitted that brightness among pupils-ready perception and absorption-is neither common, nor tends uniformily in any one direction. Those who are bright in mathematics do not take kindly to literature or history, and vice versa. The school, however, must dispense instructions in all branches with uniform interest and secure the best results in each.

Experience has taught that the bright or gifted pupil, in the superficiality of his youth, is easily led to believe that he really has absorbed what was clear when the lesson was first taught him. But, the mistakes frequently made here are known to every instructor. When the study, however, is treated from different points of view in order to enlighten the less gifted, then the gifted too may gain a firmer grasp of the same.

Let us not assume that the bright pupils are alike gifted. Even here divisions and graduations might be made, and those who stand in the lower end of the group may be deserving of more serious consideration than is accorded them in a rapid promotion.

But, let us consider for a moment the lot of the teacher who has his bright or gifted pupils the part of the pupil? The less gifted, on the taken from him. You have heard the expres- other hand, receives a black mark which may sion of "threshing empty straw." The enthusiasm of the teacher may be blunted like that of the public speaker who addresses an unresponsive audience. And this loss of enthusiasm may prove a distinct disadvantage to the class. It is the mediocre pupil that requires the services of an enthusiastic as well as capable teacher.

There is, however, a third argument against frequent promotions. It concerns the moral question involved. In a system of frequent promotion the gifted pupil receives the distinction

as such. The verdict is: You are bright! You are gifted! You are exceptional!

Is it not likely that the distinction thus conferred may lend to vanity and a false pride on other hand, receives a black mark which may never be erased. He realizes that he belonged to those who were not bright, and the consciousness of this fact may east a shadow over his future. His self-reliance, energy and success may thereby become seriously impaired.

In briefly advancing these arguments against making distinctions in favor of the gifted pupil I am by no means a "reactionnaire." There is much room for progress in popular educational effort, but in achieving progress I hold to the phrase, festina lente, make haste with leisure.

For purposes of study, a group of 28 children was segregated at the Russell School in an open air room furnished with Kalamazoo chairs. Aside from their regular study, these children receive one-half hour of graduated exercises with dumb-bells under the supervision of a competent teacher twice each day. Also, they receive nourishment consisting of milk and graham crackers in the morning and afternoon of each day, following which they are required to rest in their reclining chairs for a period of about half an hour. Many of these children fall asleep and are not disturbed, wakening of their own accord.

We have found it difficult to control the exercises of children with heart disease outside of school hours. On inquiry, many of these children have confessed that they take more strenuous exercise outside of school, and it was only recently that one of our star patients stayed out of school one day to do the family wash. However, the exercises given in the school will check the symptoms which foreshadow heart failure, in which case measures may be undertaken for more firm control in each particular instance. Also, we feel that the particular danger to which children with cardiac disease are exposed is from infection rather than from excessive exercise. There seems to be among the laity as well as among physicians an unwarranted fear of exercise for children who have heart disease. This attitude among physicians may be explained in part by the old conception that cardiac failure was due to a mechanical factor. So far in our experience exercise has been of great benefit to these children, many of them improving remarkably, not only where their hearts are concerned but also in weight increases and in their physical appearance and posture.

When we consider that more than 2,000,000 people in the United States suffer from heart disease, and that a large proportion of these people give a previous history of rheumatism or chorea, it can be seen that great benefit will be derived from measures adopted toward prevention of these two diseases, which are so common in childhood and adolescence. We must, therefore, of necessity begin with the child, and there is no place better for this campaign of education and investigation than in the schools throughout the United States. Heretofore we have thought of heart disease in children in

(Concluded on Page 125)

# Heart Clinics for School Children

Harry B. Schmidt, M. D., Detroit, Mich.

Detroit children for organic heart disease was first undertaken. These children, numbering about 148,000, were first examined by their school physicians. Of the 148,000 children examined, 1,373 were found to have some cardiac defect at the first examination. Later the 1,373 children were carefully studied and classified under the classification recommended by the Society for the Prevention and Relief of Heart Disease:

Class 1. Patients with organic heart disease who are able to carry on their habitual physical activity.

Class 2. Patients with organic heart disease who are able to carry on diminished physical activity.

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B. Greatly decreased.

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Class 3. Patients with organic heart disease who are unable to carry on any physical activity.

Class 4. Patients with possible heart disease.

Class 5. Patients with potential heart disease.

Class 6. Those having no heart disease.

Of necessity it will require several years to determine what alterations and corrections may have to be made in our history sheets and records of these children; in some instances it may be necessary to change from the first classification to another. A study of our statistics shows that less than one per cent of Detroit school children has organic heart disease, which corresponds well with the recent statistics demonstrated in other large cities. Approximately one-half of the children suspected of having heart disease had signs which were abnormal but which were not believed to be due to disease. Of these, about 60 per cent had functional heart murmurs, and the remaining forty per cent had respiratory arrhythmia. Whenever there was a question in the diagnosis, the child was reexamined. In addition, the occurrence of rheumatism and chorea was carefully considered in arriving at a diagnosis in each case. Of the children who had murmurs without other signs of abnormality, fully 90 per cent had soft, blowing systolic murmurs either at the base or at the apex of their hearts. We should emphasize the insignificance of systolic murmurs in healthy individuals. We really know very little about the cause of such murmurs; but there is too much confusion as to what constitutes a functional murmur and what is its significance. Furthermore, there is little justification in holding that all murmurs are organic because certain of them have been

A year has passed since the first survey of found to be associated with valvular heart disease.

> We can exclude aortic insufficiency and almost all other organic heart lesions from consideration, and confine ourselves to mitral disease in counting our mistakes in the diagnosis of valvular heart lesions. The reason for this is easily explained. Functional murmurs are invariably systolic in time, and, unhappily, so is the murmur of mitral insufficiency.

> Also it has been shown by Yandell Henderson and Carl Wiggers that the first part and muscular portion of the mitral first sound is crescendo in character and may easily be mistaken by anyone for the murmur of mitral stenosis when for any reason the heart is excited and the first sound is accentuated. We have had a number of such cases in the clinic.

> In arriving at a decision as to cardiac compensation or decompensation in any given case, the orthodox method of examination, i. e., that of stair climbing and blood pressure studies, was not used. The reason for this is quite obvious: A child's heart is extremely susceptible to stimuli of all kinds, often reacting to the least excitement under almost any provocation. We therefore have depended more on the history and on the reaction to graduated exercises over a much longer period of observation.



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PARADE OPENING GIRL SCOUT WEEK IN NEW YORK CITY.

View of the flags in the parade of 6,000 girls on Fifth Avenue, officially opening National Girl Scout Week.

# Determining Fitness for Promotion

D. J. MacDonald, Professor of Vocational Instruction, University of Cincinnati.

Recently, while the writer was conducting a class in school administration, a discussion arose relative to the factors which should be taken into consideration by teachers in determining term and semester grades and the respective values or weights which are, or should be, attached to these factors. It so happened that the members of the class could not agree upon either point, the result being that the progressively inclined expressed a desire to know whether similar pronouncement disagreement prevailed in actual practice, and if so, the nature and extent of such disagreement.

The general character of the discussion is indicated by the following questions:

1. Ought other factors than proficiency in the various subjects be given consideration when determining the fitness for promotion?

2. Should equal weight be attached to proficiency in each subject, or should some subjects be more heavily weighted than others?

3. What significance, if any, should be attached to the pupil's rate of progress at the time of promotion?

4. What value, if any, should be attached to such factors as initiative, originality, degree of interest manifested, etc.?

5. To what extent, if at all, should school administrators give consideration to whether or not business men do attach weight to the above mentioned factors?

It was finally decided to solicit information from school superintendents, and find out, if possible, what factors are, or should be taken into consideration and what relative weights are or should be attached to these factors. To this end a committee prepared and sent the following letter to more than three hundred superintendents in thirty states.

"My dear Superintendent:

The students in Education have been making a study of methods of grading or marking pupils in order to determine whether or not they may be promoted. That we might become more fully informed regarding methods employed by various school men, an agreement was reached whereby each student would write to some superintendent or principal. I am, therefore, addressing you and shall be very grateful if you make use of the form below for telling me what your practice is.

Factors	Relative Weights
Daily Recitation	-
Mid-term Tests	
Initiative manifested	
Effort	
Attention in class	
Final Examination	

Total.....100 points It is a well known fact that investigators are rarely, if ever, rewarded in the manner expected; but in this instance, the unusual happened. My students were especially desirous of learning, as indicated above, the practice as to the factors included and the relative weights attached to those factors. They were not expecting, however, to receive numerous responses giving detailed consideration to the principles of educational practice involved in the administration of this matter. I deem it significant that, despite the generous nature of the responses, no one entered into a discussion of the question of attaching different weights to different subjects for the purpose of determining promotional fitness; this, notwithstanding the fact that the practice of so doing is not at all uncommon. Practically every discussion had to

do with the justification or practicability of the points enumerated in the inquiry with an occasional incidental reference to related administrative problems. It was in these side remarks, in fact, that not only some delightful surprises, but as well some real inside information came to light.

An Analysis of Replies.

In all more than one hundred and fifty superintendents replied. They represented both large
and small school systems in twenty-four states.
Apparently the inquiry was clear enough to be
understood by approximately all. Type attitude
manifested toward the investigation follow.
One rather confident type of superintendent
wrote: "It is my judgment that to try to
schedule in any sort of fashion on any sort of
percentage basis the relative weights that should
be attached to the various elements that help to
determine whether or not the pupil ought to be
promoted, is worse than wasted effort."

Another said: "I regard this as very fine. We will consider it this fall in the principal's meeting." Yet another responded: "Your list is entirely too limited. It does not include many vital things entering into consideration of the teacher's ranking. I should hesitate to determine promotion on the points you suggest." Two others are worth quoting: "We grade on results, not on apparent effort." "No matter what plan or policy you pursue, or how much you estimate the different factors, you have to go back to the fact that it is the teacher's judgment, after all, which must determine."

An analysis of the replies showed:

- A very wide variation in the values attached to the factors enumerated;
- That 15 to 20 percent of the officials attached no value whatever to final examinations—in fact, did not even hold them;
- That a strong tendency toward considering initiative, attention, and effort as important factors prevailed, but to consider them in connection with the daily recitation rather than separately.

The expressed sentiment of one superintendent indicates fairly well the general attitude on this point. He says in part: "We grade on results, not on apparent effort." I need not add that while this somewhat flippant statement does not necessarily indicate superficiality, it comes far from assuring one that any great amount of thinking in this field has been done by the one who made this reply.

The most instructive feature of the investigation is contained in the median percent values attached to the different factors and in the variation in percent values attached to the different factors. This variation, by the way, ranged all the way from 10 to 90 in the case of the daily recitation, and from 0 to 70 in the other cases. The median percent values follow:

If the first and last are combined, undoubtedly a fairer way of interpreting the data—values of 57, 17, and 26, respectively, or approximately a ratio of 8, 2½ and 4 is obtained; while if grouped in still another way, a median value of 74 prevails for factors other than the final examination, or a ratio of 3 to 1. It is scarcely excusable to point out that this indicates a

'In securing this estimate the factors of initiative, effort and attention were treated as a unit.

point of view in startling contrast to the practice still prevailing in the majority of school systems where, unfortunately, promotion is still made to depend largely upon success in the final examination.

The Question One of Method.

The question at issue is clearly one of method and involves, when comprehensively viewed, consideration not only of the factors mentioned in the questionnaire, but as well the pupil's inherent nature and the kind of product the schools are rightly expected to turn out. To say that the outstanding defect in our present educational policies is the failure to evaluate properly the numerous variable and more or less evasive human factors, is to be guilty of a commonplace; for such has been, and doubtless will always be the case. But, notwithstanding this, to fail to consider in detail an administrative problem of this character, when, as the replies to the inquiry repeatedly revealed, superintendents throughout the country are eager for information along this line, would be almost, if not quite, inexcusable. Additional reason for considering the problem in detail, if such is necessary, is found in the much more accurate information which we have today, as contrasted with that of a decade or two past, regarding the nature of the learning processes.

As has already been stated, sound administrative procedure always attaches due s'gnificance to the inherent nature of the pupil and to the kind of product he is expected to be when he leaves school. In view of this fact there are indicated below some fundamental and universally recognized principles which provide both a point of departure and a reliable means of checking any conclusions which may later be reached relative to methods of administration.

"Steady and calm intensity make for prog-

ress."

"Education must always have one foot on the ground, the firm ground of work, for it derives its strength only from earnest, intensive, practical, productive activity."

"Success, in the true sense of the word, results only from consistent and prolonged application."

"The faithful, fervent prayer of the righteous man availeth much."

The pedagogical implications of the above principles are clear and unmistakable. They tell but one story, namely, that, in the last analysis, one gets ahead because of his own effort, that such efforts muct be intensive, a regular rather than half-hearted and irregular, and that they must be approximately correct in nature. We are chiefly concerned at this time with the second of these. For what we wish to know above everything else is whether chief significance should be attached to daily recitations and to the putting forth of daily efforts, rather than to the final examination which usually tests solely the ability to recall and express a large number of facts in a certain limited period. For if the latter, then administrative practices may continue largely undisturbed; but if the former, then right about face will be the only correct procedure for a large number of school officials.

Attitudes and Habits.

It should be considered significant in this connection that, almost without exception, men who are counted most successful in political, industrial and commercial life, eventually reach the place where they emphatically affirm that the majority of facts gained in school life are not only not used, but are speedily forgotten;

and that they are chiefly indebted to the schools and to their teachers for the help they gave them toward acquiring appreciations and such desirable habits as accuracy, neatness, directness, thoroughness, regularity, punctuality, etc.

In fact, they unanimously testify that in the great struggle for existence, which frequently taxes to the limit both mental and physical powers, these seemingly unimportant habits, together with one's attitude towards life and its problems, one's willingness and ability to meet and successfully cope with new situations, prove to be his greatest assets. They say, moreover, that it is to these attitudes and habits rather than to the body of facts hurriedly and often half-heartedly learned in school that success in the last analysis is primarily due. Instance, in this connection, the recent poll of 30,000 members of the American Society of Engineers taken for the purpose of finding out what qualities the active professional man considers of most vital importance. When the 8000 answers were tabulated, they showed the following distribution and weighing of expressed qualities. Weight in

F	
Character, integrity, reliability, resource- fulness, and initiative	24
Judgment, common sense, scientific atti- tude and perspective	19.5
Efficiency, thoroughness, accuracy, industry	
Executive ability (understanding men, etc.)	
Knowledge of fundamentals	
Technique	

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Total ......100.00 Schoolmen are not infrequently justified in laughing at some of the layman's remarks regarding educational practices and problems, but not so in this instance; for here, at least, the criticism, when carefully weighed, is found to be largely in accord with modern teachings in child psychology. It is useless to deny that psychologists are increasingly emphasizing the importance of forming proper habits and correspondingly minimizing the importance of the mere possession of knowledge, which, by the way, is far from saying that they underestimate the value of knowledge. It would be fairer to say that they attach weight to information as a factor in progress, but that they attach infinitely greater weight to ability to make information serve definite purposes and to attitudes which insist upon having the facts which bear upon the case before further steps are taken. What Some Schoolmen Are Doing.

A California superintendent writes that "the plan of promotion which has recently been put into operation is working happily and successfully. It eliminates the old type of examination entirely. I do not believe that passage from one grade to another should be based upon a final nerve-racking throw. A normal child should improve day by day, and a normal teacher should be able to know, without examination, whether the child has increased in ability and capacity to an extent such that he is able to undertake the work of the next grade.

There can be no such thing as an average. If, at the beginning of the term, the child's work is excellent, and at the end, very poor, we cannot say that the average is good; something is wrong, the work is weak. Or, if, at the beginning, his work has been very poor and at the end of the term he has become very strong, we cannot say he averages good; he has done excellent work. It is the present worth that counts, after all. Our scheme is based upon a threefold judgment, with the teacher as the judge.

"The teacher is to base her opinion, first, upon the daily recitations of the child; second, upon



DR. ALBERT LEONARD, Fifteen Years Superintendent of Schools, New Rochelle, N. Y.

Dr. Albert Leonard has completed his fifteenth year as superintendent of schools in New Rochelle, N. Y. During this period the schools of this attractive metropolitan suburb have undergone a remarkable transformation. New Rochelle has become noted for its superior school buildings and for the high standard of qualifications required for positions in both the elementary and high schools.

written work of the child; third, upon the child's effort, the latter being the most important, and the one usually lost sight of. The effort of the backward child is worth as much or more than the effort of his more brilliant schoolmate. Under our system, where the study work is done in the schoolroom, under the supervision of the teacher, we are able to judge very completely of all these points, and especially of the pupil's effort."

"Promotion," writes a New Jersey schoolman, "is determined by success in daily work and not to any important degree by a final written examination. While this makes a somewhat radical change in practice, it is in keeping with a growing policy in many of the best and most progressive schools. It is commonly conceded that final term examinations impose a serious nervous strain on many pupils, and absorb a great deal of valuable time for both pupils and teachers. The most serious objections, however, to final promotion examinations is the tendency for teachers to cram in the facts and drill pupils for examinations rather than to develop in them good habits of thinking and study. Following are our new regulations:

Regulations for Examinations.

1. In all grades above the third, frequent tests shall be given by the teacher or principal, or both; such tests to be unannounced, being merely substituted for the oral recitation of the day, and to have the weight of a daily recitation only.

2. Uniform examinations, prepared by the superintendent, shall be given at least once during the school year to all pupils in all grades above the fourth, and in the fourth grade at the discretion of the superintendent. The purpose of these examinations is threefold:

(1) to test the efficiency of the teaching;(2) to impart to teachers an idea of what we consider to be the salient features of each subject:

(3) to give the pupils experience in taking

a written examination.

3. State examinations for the eighth grade shall be taken in May or June, as determined by the superintendent, and shall not count as examinations to determine promotion.

4. In each school all promotions shall be determined by the principal.

5. In place of year-end examinations in the high school, there shall be unannounced written tests not exceeding one period in length at intervals of about a month during the year. The

final tests of the year may be extended to occupy two recitation periods.

6. All written lessons and tests above provided for shall be taken as a part of the regular daily work by all members of the classes in which they are given, and they shall be averaged in with the daily work in determining the final standing of the pupil."

From Ohio an unusually progressive superintendent writes: "In our grades below eighth, that is, the last of the elementary course, we do not have formal examinations, either mid-term or final. In the case of the graduating class tests are given and the papers carefully marked and preserved, primarily, however, as documentary evidence to fall back upon in case parents question our fairness in not promoting pupils.

"I personally would rather rely upon the judgment of a teacher and principal whom I know to be honest and conscientious, than I would on the result of any examination or test, however carefully planned and marked. The simple matter to be decided is: Can the pupil carry successfully the work of the next grade? If he can, then he is ready to go forward. The formal written reviews are really a part of the study work. They are given at any time in the month when a chapter, division, topic, or some definite division of a study has been completed. If there is no such place in the month's work, as seldom happens, the review is given any way. We prefer two—one is required.

"In daily grades, attention, recitation, interest, general knowledge, etc. are all considered. Unless the pupil is absolutely inattentive, no grade is permitted below 2. The daily grades are on a scale of ten, and if ten grades are taken, the month' grade, based on 100, is easy. In case fewer or more grades are taken, allowance is made accordingly. Teachers are charged especially not to allow the matter of grading in class to detract from the spirit of the recitation. This is a little difficult for beginning teachers, sometimes. And in lessons where a class grade canot well be given, none is taken. There are some lessons where the teacher should not attempt to give a grade on the recitation. In making up missed lessons the maximum is 8, for the recitation is worth at least two points. In the same manner a pupil may fail in his recitation and yet be given from 2 to 8 owing to what the teacher's estimate is of his part in the class."

What Dr. Cubberley Says.

Finally, I cite the point of view of Dr. Cubberley and others have found in the well known survey: "In any promotion system involving set examinations, the danger is that the examination will loom large in the minds of children and teachers and chief attention will be centered upon the more formal portions of the work. Even though the examination results count only one-third, the members of the survey are not in favor of this phase of Salt Lake City's promotion scheme. They believe in examinations, both oral and written, as teaching exercises, but not as tests of fitness for promotion."

If up to this point my efforts have accomplished what I hoped they might, I have placed myself on record as favoring a method of checking up or testing pupils, which corresponds much more closely to their nature than the system of final examinations to which we have fallen heir in our school system. I have, moreover, given figures which show rather conclusively the necessity on the part of school administrators of devising and using a technique which primarily promotes the development of desirable habits, attitudes, powers, etc., rather than one which places chief emphasis upon the acquisition of facts by means of unsound methods of study. Finally I have cited examples

both of practice and opinion which support my contention. It remains to indicate the details of determining promotional fitness which I con-

sider both sound and workable.

Let me say, first of all, that I believe thoroughly in the use of tests as means for determining fitness for promotion. In fact, I do not believe it is possible for school teachers and administrators to do satisfactory work without the use of tests. But, when I say this, I do not have in mind the final examination or midterm test as ordinarily conceived. Rather do I have in mind, so far as mid-term tests are concerned, tests which are consistent with the possible contributions of the special subject to the sum total of those abilities, attributes, and attitudes, which, as we have just seen, count so much toward eventual success, tests which are frequently though not regularly given, which are short rather than long, and which are largely unannounced.

My reasons for the last three specifications are briefly that they accord with the way man is made; that they, in other words, make it much harder for him to choose and follow the path of least resistance to the inevitable detriment of himself and all others closely associated with

That prominent public official who was always astonishing his friends because of the enormous amount of work he turned out, uttered a profound truth when, in response to an inquiry as to how he succeeded in getting so much done, replied: "After loading the car at the top of the hill, I get in front of it and start it off. Of course, it's then up to me to keep out of the way." Procrastination, so far as work is concerned, is a universal weakness in young persons. Moreover, it is one regarding which preaching has very little effect. The only effective treatment for this ailment is some sort of stimulus regularly applied, which, by reason of the penalty attached for failure to comply with requirements, not only prevents laxness from becoming an established habit, but directly promotes the development of those other highly desirable habits, such as initiative, industry, persistence, etc. It is because mid-term tests, when properly conceived and administered, provide the only means for accomplishing these ends that I so strongly advocate their use. Abilities, Attitudes, Aptitudes.

"Long experience with teachers has taught me that even though they might accept the principles thus far enunciated, they will, for the most part, be at a loss to apply them fully. They will, in other words, be unable to organize and conduct their school work in a way consistent with the possible contributions of each subject to the total sum of those abilities, attitudes, aptitudes, etc. which count for successful careers. In view of this, I shall attempt to point the way they should go.

Since each school subject may be classified in terms of its importance:

a. For providing usable information.

b. For promoting development of invaluable motor coordinations, i. e., skills of various kinds,

c. For providing the opportunity to build up

desirable mental habits, and

d. For promoting development of appreciations, ideals, and attitudes, it is incumbent upon each teacher to analyze thoroughly the subject taught in order to find out its chief contributing possibilities. As an illustration of what I am advocating, the subject of history will serve. This subject, as is universally recognized, is primarily a fact subject, yet it unquestionably presents excellent opportunities for promoting the development of a specific kind of weighing of values, of getting at the truth of a matter; also, of making the discovered facts serve a

definite purpose. That it should, therefore, be taught with all, rather than one of these conceptions in mind, goes without saying.

And the same may just as truthfully be asserted regarding methods of testing in these fields despite the difficulties connected therewith. The simple fact is, it can be done. Teachers have long passed judgment upon a pupil's ability to reason in mathematics or physics. Why, then, can they not do the same for history or economics? Surely, teachers throughout the country will not allow their standards to suffer as did those of the examining officials of one of our leading states not long since when they, by reason of their change in policy, admitted their inability or indisposition-I never felt sure which it was-to give the kind of questions which they knew should be given in the subject of history2.

Suggested Principles of Procedure.
Below will be found the basic principles which, in my judgment, must be taken into consideration for promotion. It will be noted that many of these principles are the ones already operative in the cases heretofore cited.

1. Get firmly established in your minds that subject matter is merely a means to an end; that the real objective, now and always, is promoting to the greatest possible extent the de-

aln this particular case it is alleged that, in accordance with the most advanced views on the subject, judgment questions were introduced for the first time in the final history examinations. Owing largely to inability to frame the questions so as to make a discussion necessary, the attempt was an utter failure. A sad commentary, indeed, upon the efficiency of such officials. Moreover, I am told by good authority that the idea has never been seriously considered since that time.

velopment of attitudes toward work and life, of habits, both physical and mental, and of appreciations which will count most in the struggle for success.

2. Analyze fully the special subject or subjects you teach for the purpose of determining the kind of contributions it (or they) should be expected to make-of course, when properly brought before the pupils-towards the acquisition of the desired knowledges, skills, attitudes, appreciations, etc.

3. Classify the kinds of contributions which each subject is expected to make, into major and minor. Until this is done, you are not ready to cooperate intelligently with other teachers of

the same pupils.

4. Give frequent unannounced tests, stressing progress in gaining facts at one time, in acquiring and establishing habits at another time, being careful to have the emphasis placed upon the different phases, say, fact-gathering or habit-forming, in a manner commensurate with the estimated contributions of the subject or subjects.

5. Make the majority of your tests short and to the point-in fact, so short that they may be completed inside of fifteen or twenty minutes.

- 6. Select your fact type of question in such a way that the answer will invariably consist of but one or two words. It is understood, to be sure, that the questions should have references to vital factors.
- 7. Where fact tests are given, occasionally have pupils mark other's papers, while you state the correct answers. These may be hurriedly (Concluded on Page 125)

# The School Board and the County Superintendent

Dr. C. Henderson, Member of School Board, Lind, Washington.

It is a self-evident truth to say that upon the team work of the school board and the county superintendent depends in a large measure the educational welfare of the children of the districts and the county. This team consists then between the two, the board and the county superintendent.

When I was a boy I looked with envy upon our neighbor who drove a span of beautiful horses. They were matched in color, size and gait, and whenever they were driven, they were the pride of the owner and the envy of his neighbors.

As a farm boy, I was called upon to drive all sorts of teams-some that matched, some that did not match, some that pulled together, and some that did not. I remember well on a day in late October when the frost was on the pumpkins and fodder in the shock, of having driven a team of horses to the field to husk corn. I had husked two rows and had started to turn around when one of the horses balked. I tried all the means at hand without success—the balky horse refused to pull a pound.

At another time I had taken a load of hogs to market and was returning home enjoying the spring sunshine and the country air when I awoke to the realization that I was in trouble. One of the horses I was driving was a mare twenty-one years old who had run a number of races during her earlier days-the other, her colt about seven or eight years old. A clevice pin came out of the doubletree, the singletree dropped. The old mare did not stop to consider anything but made one lunge forward forcing her mate against the wire fence and the wagon tongue against a post. Breaking loose from the wagon they ran away.

Upon another occasion I drove a team to a plow. One horse was dependable and kept forging ahead. The other was lazy, indifferent, a

shirker and did not do his part. It was satisfaction indeed, to drive a dependable team where each was ready and willing to do his share of the work. With this team I could pull loads out of all proportion to the size of the horses composing it.

The Essentials of Team Work.

This crudely represents what school boards and county superintendent can do if they work together in unison.

Let us note then, some of the essentials of team work in school boards. Each should qualify himself for the work in hand. He need not be a college graduate nor have taken a course in education, but he should be endowed with good common sense and be able to tell a good school from a bad one, willing to learn and willing to be shown his faults. Stubbornness and a balky disposition should find no place in the school director. Willingness to learn will lead him to ask questions-the answer to which give him knowledge. And the first thing he knows he is a qualified director.

Thus he learns the value of the property of the district, how to make an accurate report to the superintendent, take the school census, estimate the expenditure of the district, etc. He attends community meets, county associations, board conferences and from each of them he receives suggestions and help of great value. He studies the school code, learns the source of school moneys and has a better conception of county government than he ever had before. Learning to read between the lines in teacher's references, he is able to sift the wheat from

These requirements seem large, the effort demanded great, for school boards are generally busy in the kitchen. The office of school director takes much time and pays no money, but it does pay in the satisfaction of duty well done to boys and girls of the community, and that is worth the effort.

He must also know and appreciate his responsibilities as a member of the school board. The people have elected him to be their representative in school matters, to look after school business as he would his own. He is responsible to the district for the teacher he hires, the money he spends, the condition in which he keeps the school property and for what goes on in the schoolhouse over which he has charge. If he hires a relative of his to teach in the district in order to give her employment, if he spends money lavishly on things of little value to the district just because it is school money, if he lets the school property get shabby and run down, setting a bad example before the children, if he lets disreputable dances and other entertainments go on in the schoolhouse, he does not appreciate his responsibility.

The children of today will be the men and women of tomorrow. What a blessed thing it is to be able to contribute a little of our time, energy and even a little of our money to those who will compose the world after us! We owe it to the people who have elected us, to the teacher whom we have selected and to the boys and girls who are dependent upon us, to give our best service to the district.

The Part of the Superintendent.

The county superintendent has a part also in this team work. He should be accommodating. I go from the remotest part of the country to his office to get information about my school district. Should I be greeted with a grouch simply because something has gone wrong in the home or at the office of the superintendent? I may be the humblest citizen, I may wear the plainest clothes. Should some well dressed and influential person take precedence over me in a hearing because of that? My questions may be frivolous and unimportant, but they deserve consideration from him just the same as more weighty ones and no one should be preferred above another.

I write a letter to the county superintendent about something that seems to me very important and I want an answer right away. He throws the letter in the wastebasket and does not answer until I have written three or four times. Is that justice to me? No. Life I know, does not go along with a song in the superintendent's office. It may be one "damn thing" after another, but with a kind, considerate disposition and a desire to do the right thing to all people at all times, will cause the faults of the fault finder to melt away like the mists before the morning sun.

In order to obtain the best results, the county superintendent should be informed in all school matters and matters relating to school districts of the county. To do this he should know the school code and all laws relating to school policy. Problems, one after another, come to him for solution—transportation of school children, the law governing the school bus, how far chillren are required to walk to meet the bus, what is a reasonable price to pay for transpor-

tation, etc.

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He should know when violators of the compulsory school law are to be punished, the exemptions to be made on account of sickness and physical disabilities. He should know when it is best to consolidate districts, and when it is not best, when new districts should be formed and should be informed in all things relating to the building of schoolhouses, qualifications of teachers, courses of study, and be able to solve a thousand and one problems which present themselves for solution. To do this he must be a person well informed and of practical ability.

Each member of the team must pull his part of the load. If all the causes of failure were

written and placed upon the schoolhouse door, the first and most important one would be "Neglect". Too many times school boards employ teachers, sign the contract and forget about the school until the next year. They do not arrange a suitable place for the teacher to stay, provide drinking water for the children and fuel and other supplies for the school, or prepare the schoolhouse grounds for the beginning of school. These I know are exceptional cases and not the rule.

The Value of Harmony.

In country districts it is sometimes a difficult problem to get people of the district outside the school board to haul the fuel, for they do not have the same interest in the school. The state law seems to presume that school boards are a set of rascals and are trying to bleed the districts for all they are worth. Why should the director be refused pay for hauling coal for the school when everyone else in the district will not take the time? Haven't the patrons as well as the school board an obligation to the school?

Clerks are sometimes neglectful and do not notify patrons of the district when school begins. They are everlastingly slow about taking the school census or sending in their annual report when asked for by the county superintendent, but after all I would loath to censure the school board for its shortcomings. Boards are usually composed of the best and brightest minds of the community. They do their work unselfishly, they look to the best interests of the community, they sacrifice time and money to make their school a success and are circumscribed by limitation of money and convenience unknown to the city dweller.

Whatever difficulties may arise in our schools, whatever differences with patrons, whatever new enterprises we inaugurate, we should work in harmony with our superintendents. Go to a concert; hear the sweet music of the orchestra. You are thrilled; your burdens are lifted; you forget for the moment the drudgery of life. That's harmony.

Go out on a clear night, look at the stars; each constellation set in its proper place in the firmament; a sense of your responsibility to God seizes you. That's harmony. Take a trip to the woodland country; hear the ripple of the mountain stream, behold the beauty of the forests, smell the fragrance of the wild flowers; you take a new hold on life. That's harmony. Meet a friend who knows your faults and your good traits of character; talk to him; he understands you. That's harmony.

Go to a community meet; see the interest manifested; observe the school board and the county superintendent working together for one purpose, one result. That's harmony. No jangling discord, no shirking of responsibility, no unjust criticism should ever mar this harmony, for by it and through it the greatest achievements must come in the education of youth and the betterment of mankind.

# ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS.

Ward H. Nye, Superintendent of Billings City Schools.

Successful business must be successfully organized; and a public school system is no exception.

The schools belong to the public; they are maintained by the public for the benefit of the public; they are conducted by a board of trustees elected by the public and responsible to the public. In the last analysis, the board must be responsible for whatever is done in the schools. The board is a legislative body; it is also either directly or indirectly an executive body, as well as a court of last appeal.

The executive functions of the board are for the most part delegated to others, principally to

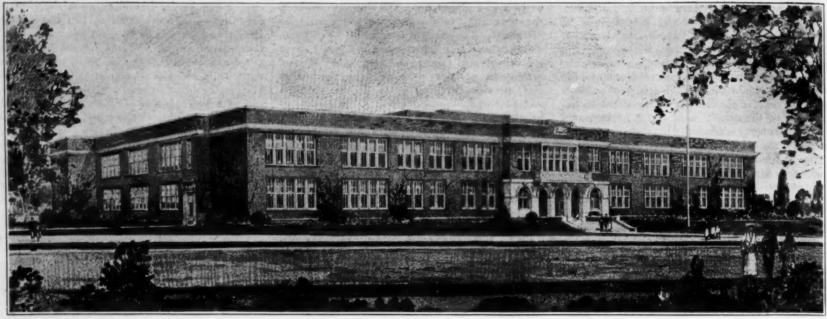
one or two heads, depending upon the plan of organization. If delegated to two individuals, the line of division is between educational and business functions, and the officers are designated as superintendent of schools, to whom are entrusted matters of an educational nature; and business agent or manager, who attends to matters of a business nature These individuals are directly responsible to the board and neither is responsible to the other. In some systems, and the number is increasing, there is but one executive head, a superintendent of schools. In that case the board holds him responsible for both the educational and business administration. Locally the schools have for over a decade organized on the former plan, i.e., the double plan, and the two departments are distinct from one another, except where in the nature of things they overlap.

In the local schools the clerk of the board is the business agent. All expenditures of money are on his written order; in matters of any considerable amounts, under the direction of the board. In the matter of small items of supplies and also in matters which require immediate action, the clerk assumes authority to act. In such cases, nevertheless, he will of course take such action as in his judgment will meet with the subsequent approval of the board.

As already stated, the superintendent is the educational head and is responsible to the board for carrying out its orders and for whatever is done educationally in the whole system. In the same way as with the business head, there are occasions when he is called upon to take definite action without explicit direction of the board. In all such cases, he must exercise his best judgment in the hope of meriting and receiving the approval of his board at the proper time, always remembering that he is responsible to the board as is the board to the people, and that the board will approve or disapprove as in their wisdom is right.

As the board delegates executive power to the superintendent, so the superintendent is obliged to delegate a portion of his authority to others, who will, to the best of their ability, carry out his general policies, and who are responsible to him for the use of authority so delegated. These individuals, to whom the superintendent delegates certain authority, are principals and supervisors. Their positions are stopping points in the scheme of organization. If the superintendent cared to do all things himself, it would be impossible. Moreover, these individuals, being nearer the actual classroom work, are in a position to judge more accurately of details than would be possible for one further removed. They are held responsible for certain things, and for this very reason, must have the power and authority to bring about what is expected of them. However, in all matters they must preform their duties in a way that may reasonably be expected to meet with approval both by the superintendent and the board.

And the principals and supervisors can not hope to bring all things to pass through their own immediate direction; the teacher has duties to preform that require initiative and resourcefulness. She must not do all her work under direction and specific orders. If she is to contribute her best to the cause, she must have some considerable leeway. She must work as part of an organism, and not as part of a machine. By this means, her best effort may be developed to the highest point, and her greatest worth to the children and to the school system be realized. In this way, each member of the school system, whatever his position in it, may be expected to contribute his best for the good of the whole, and the children for whom the system exists, will be served the best.



THE ROOSEVELT JUNIOR HIGH SCHOOL, ERIE, PA.

ROOSEVELT JUNIOR HIGH SCHOOL AT ERIE.

W. W. Meyers, Supervising Architect, Erie, Pa.

The new Roosevelt junior high school building of Erie, Pa., is of the plain box shaped, enclosed court type, two stories high and without basement. The extreme length is 303 feet by an extreme depth of 203 feet. The exterior of the building is practically without ornament except at the main entrance which is emphasized by a simple plain treatment in cut stone. The balance of the exterior is entrusted entirely to the purity of lime and mass enriched by the texture of the brickwork and intensified by its simplicity and sincerity of purpose.

Well lighted corridors on each floor extend entirely around the building forming a continuous and unbroken line of travel to each and every department. There are corridors and four well lighted stairways conveniently located. Toilets and locker rooms are situated conveniently on each floor and drinking fountains placed in corridors.

The arrangement of rooms, etc., is shown on the enclosed plans and constitutes the following.

### First Floor.

7 Classrooms, capacity 25 to 35 pupils each. 2 General shops, with separate store rooms, capacity 20 pupils each.

1 Shop locker and wash room.

- 1 Mechanical drawing room, capacity 20 pupils.
  1 Sewing room, with separate store room and model dining room, capacity 24 pupils.
  1 Administration group consisting of: general
- 1 Administration group consisting of: general office, clerk's office, principal's office, counselor's office, toilet, store room, closet and vault.

  1 Teacher's rest room, with separate toilet.

  1 Girl's rest room with separate toilet.

1 Medical inspection room, with entry and separate toilet.

1 Library, with store and work rooms, special entrance for loggia and separate toilets for men and women. Capacity 62 persons, book capacity 5,000 volumes.

Auditorium, seating capacity of main floor 690 people; separate toilets for men and women; stage with seating capacity for 200 people, two dressing rooms with toilets and lavatories. There are four entrances and exits in connection with the main floor and auditorium.

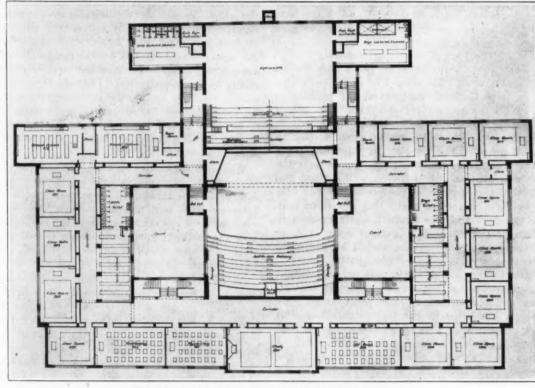
2 Toilet rooms, one boys and one girls.
2 Locker rooms, one boys and one girls. Each locker room to be equipped with 270 individual or home lockers.
2 Janitor's closets, equipped with slop sinks.

1 General store room.

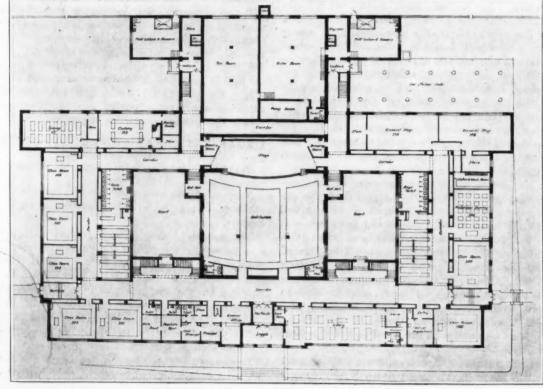
2 Field shower and dressing rooms with separate entrances. These rooms to be used in connection with the athletic field activities for visiting teams, local athletic meets, baseball teams, etc.

Heating and ventilating apparatus with coal bunkers, (capacity one season's supply), in connection therewith.

2 Play courts with entrances from front and rear corridors; to be used in connection with the gymnasium.

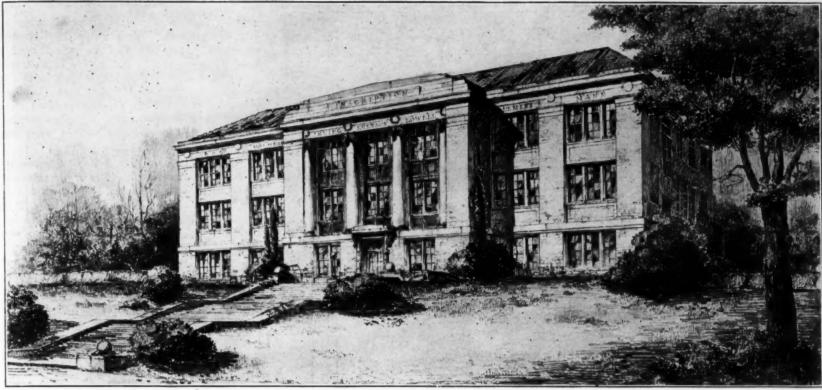


SECOND FLOOR PLAN, ROOSEVELT SCHOOL, ERIE, PA.



FIRST FLOOR PLAN, ROOSEVELT SCHOOL, ERIE, PA.

(Concluded on Page 118)



EDUCATIONAL BUILDING, SOUTHEAST MISSOURI STATE TEACHERS' COLLEGE, CAPE GIRARDEAU, MO. Study & Farrar, Architects, St. Louis, Mo.

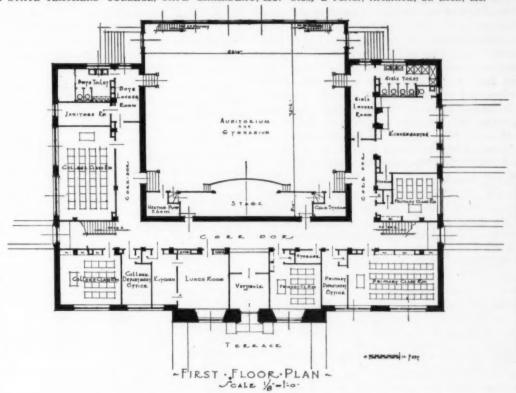
# EDUCATIONAL BUILDING AT GIRARDEAU.

The new training school to be erected at Girardeau, Mo., will be known as the educational building of the Southeast Missouri State Teachers College. It is to house not only kindergarten and all grade pupils, but also junior and senior high school students.

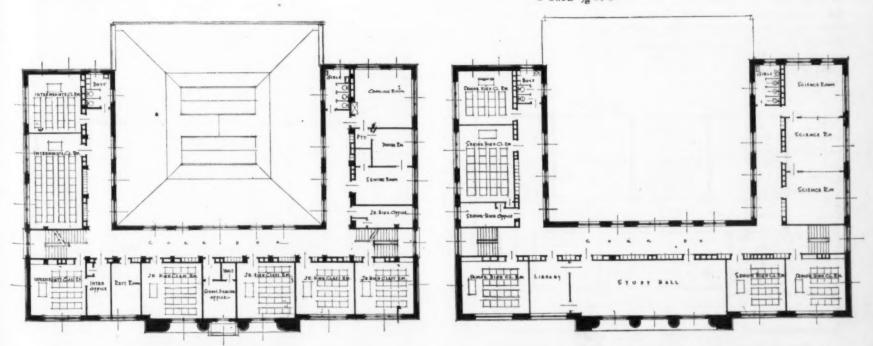
In planning the structure there was an ambition to present an exterior that should be first-class in design, and an interior orientation of space that should be highly utilitarian. In fact, the board of regents had in mind a building that should constitute the best expression in modern architecture. It will constitute one of a group of buildings known as the Southeast Missouri State Teachers College.

It is said that Mark Twain once visited the campus and said that the group of buildings with its towers and turrets reminded him of the old-fashioned castor with its variety of bottles. Since then the destruction by fire of the oldest building, together with other changes, have rendered the Mark Twain characterization, which never was fully relished, a thing of the past.

SECOND FLOOR PLAN



THIRD FLOOR BLAR



FLOOR PLANS, EDUCATIONAL BUILDING, SOUTHEAST MISSOURI STATE TEACHERS' COLLEGE. Study & Farrar, Architects, St. Louis, Mo.



EXHIBITION CASES IN CORRIDORS, HUTCHINSON-CENTRAL HIGH SCHOOL, BUFFALO, N. Y.

The planning of the new training school was deemed a difficult problem because of the combination of features which it was to embody. The kindergarten and primary grades have been placed in one wing of the ground floor while the college classrooms are placed in the other. On this floor is also located the combination auditorium and gymnasium and a small cafeteria.

In fixing the size of the classrooms it has been held that in a training school these should not hold more than eighteen or twenty pupils. In this school the unit has been fixed at twelve students. Thus, the classrooms are small.

Each teacher is provided with a small office, located conveniently to the classroom, where private consultations may be held. The office of the director enjoys a central location on the first floor, with intermediate grades on one side and the junior high and domestic science units on the other. The second floor is given over entirely to the senior high. In the center of this floor is placed the study hall and library, the science laboratories and classrooms being placed in the wings.

An instance of the economy of space is the location of the students' lockers in the walls, where are also located the forced ventilation ducts, with the lockers for the lower grades opening into the classrooms and those for the upper grades into the corridors. This economy of plan has not only supplied space enough for more than two classrooms on the ground floor, but, at the same time, has eliminated the annoyance of petty thefts which invariably occur in locker rooms.

The building, in line with the policy of the present state administration, is fireproof. The outer walls are of masonry construction, with face of stone and brick backing. The corridors and stairways are of concrete and all the floors rest on steel joist construction.

As already stated, the authorities were desirous of securing a dignified exterior. When the architect attempted the use of the Colonial style, as the architects for the Cape Girardeau school were called upon to do, only the most careful and skillul arrangement of the plan would permit the perfect balance and absolute symmetry which the classic facade called for. In this case, a deft treatment of the wall surfaces has reduced them to appear as mere piers or pilasters between the massed windows. An-

other noteworthy item is that a satisfactory exterior stone wall was obtained by using but slightly more care than would be commonly exercised in the laying of an ordinary rubble foundation wall, and, while this is still more costly than brick, it has been found, in this instance, not to be prohibitively great. With the string courses and cornices of Bedford stone, the building has a quality and dignity which could not have been obtained in any other material than stone.

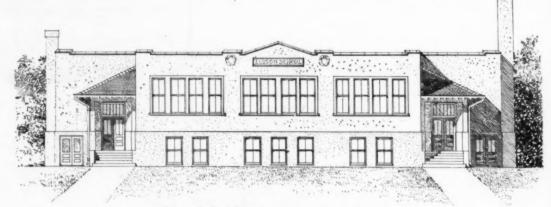
Other features of the construction are oak millwork throughout the interior, terrazzo corridors on all floors, tile roof of the "pan and roll type," marble vestibules, maple floors in all rooms and a gymnasium in which there is a stage and balcony so that it may serve several purposes other than for athletics. The cost of the building, complete as to structural portions, plumbing, heating, electric wiring, painting, architects' commission, etc., but without desks, chairs, blackboards or other equipment, was \$125,000, being 29 cents per cubic foot of contents.

The architects chosen to plan and erect the building are Study & Farrar of St. Louis, Mo.

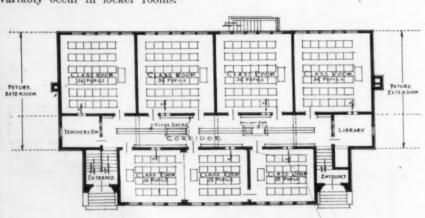
# EXHIBITION CASES IN CORRIDORS. James O. Betelle.

In the main corridors of the first floor of the Hutchinson-Central High School, Buffalo, New York, are a number of exhibition cases set flush with the wall, and occupying spaces between the ventilating flues. This arrangement is far superior to the ordinary and many times thoughtless way Exhibition Cases are installed in our new school buildings. It is agreed that exhibition cases are more than desirable, in fact are practically a necessity. The ordinary way of purchasing these necessary items after the building is built, and standing them in corridors where they cut down the width and are an obstruction, surely does not show much foresight when the building was being designed.

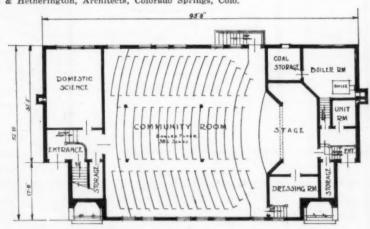
The accompanying illustration shows the proper way of taking care of these Exhibition



EDISON CONSOLIDATED SCHOOL, EL PASO, COLO. MacLaren & Hetherington, Architects, Colorado Springs, Colo.

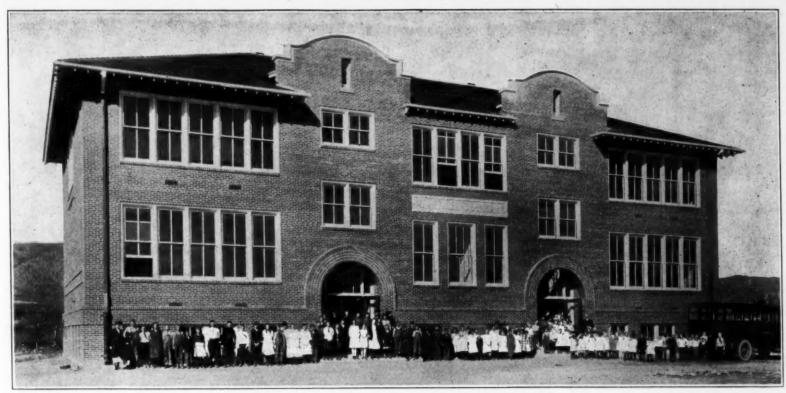


-FIRST-FLOOR PLAN-

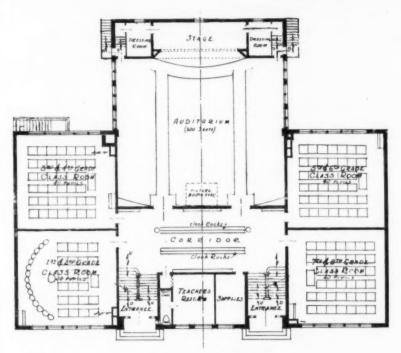


GROUND-FLOOR-PLAN-

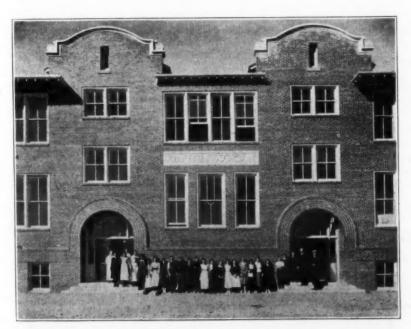
SCALL & DAL FOOT
FLOOR PLANS, EDISON CONSOLIDATED SCHOOL, DISTRICT 54, EL PASO CO., COLO.



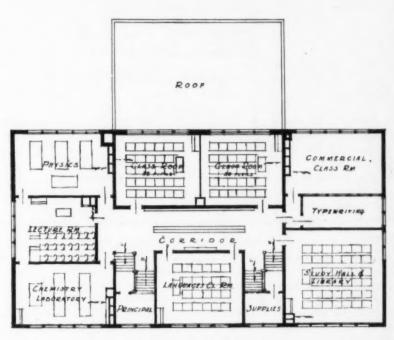
INEZ J. LEWIS CONSOLIDATED SCHOOL, MONUMENT, COLO. MacLaren & Hetherington, Architects, Colorado Springs, Colo.



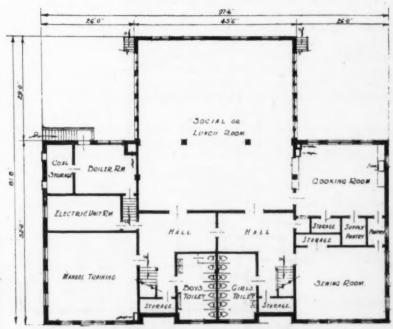
FIRST FLOOR PLAN.



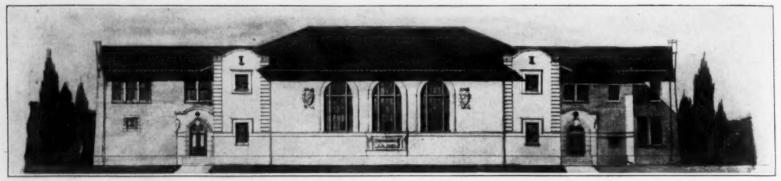
ENTRANCE, INEZ J. LEWIS CONSOLIDATED SCHOOL, MONUMENT, COLO.



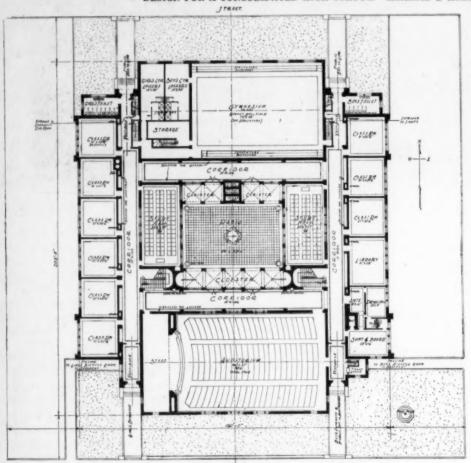
SECOND FLOOR PLAN.



GROUND FLOOR PLAN, INEZ J. LEWIS CONSOLIDATED SCHOOL, MONUMENT, COLO.



DESIGN FOR A CONSOLIDATED HIGH SCHOOL. MacLaren & Hetherington, Architects, Colorado Springs, Colo.



FIRST FLOOR PLAN, DESIGN FOR A HIGH SCHOOL.

Cases. They have large plate glass sliding doors and in this case have concealed electric lamps overhead, lighting up the contents of the cases, similar to show windows in stores.

In them are stored a great deal of the material used in commercial geography, biology, and other courses of study. The industrial products of Buffalo, including varnishes and oils, shoes, jewelry, and needlework are displayed and changed from time to time. In this way, these interesting exhibits have a permanent value, not only for the casual visitor to the school, but for the scholars who pass them from day to day. They thus become more familiar with a great variety of interesting objects than would be the case if they only saw them for a short time in the classrooms.

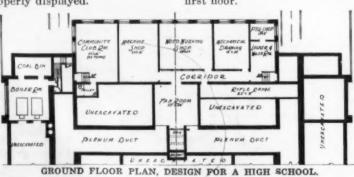
It is a great pity to have to hide away in some dark closet the interesting materials used in some of the courses of study in our high schools, when they have a permanent educational value if properly displayed.

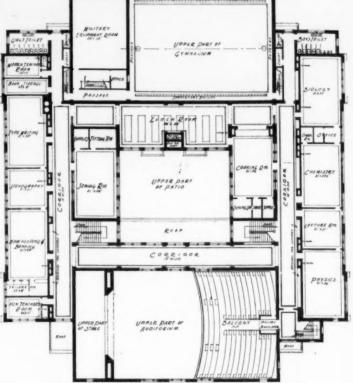
These cases are also used for special loan exhibits from the local library, museum, or some private citizen who has some interesting collection. They are also used for Trophy Cases for the displaying of cups, prizes won by the various athletic teams, debating societies, etc. The constant change of the exhibits, their use in the classrooms, and the substitution of other displays, help to retain the interest of the students and encourage them to take interest in the many forms of educational activities.

# TWO SCHOOLS FOR COLORADO RURAL CONDITIONS.

MacLaren & Hetherington, Architects, Colorado Springs, Colorado. The Edison School.

The Edison consolidated school in District 54, El Paso County, Colorado, is a small rural school, providing for the eight grades in the four large classrooms, and for more advanced work in the three small classrooms, all on the first floor.





SECOND FLOOR PLAN, DESIGN FOR HIGH SCHOOL.

Domestic science is arranged for in the basement, and also an especially large auditorium or community meeting room. The latter may be separately entered by the public. This school is in an isolated position in a farming district and the auditorium will be the only meeting place in the community.

The building faces east and especial care has been taken in providing for its easy future extension at both ends. The basement walls are concrete, and the upper walls are frame and plaster.

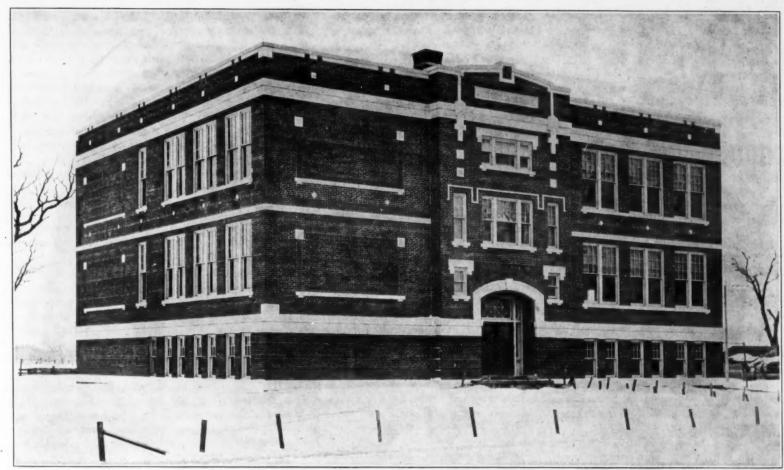
The contract price for this building is approximately \$20,000.

A Grade and High School.

The Inez J. Lewis consolidated School is located at Monument, El Paso County, Colorado. The building provides for the eight grades in the four large classrooms on the first floor, while high school work is placed in the smaller classrooms on second floor. Cooking, sewing, and manual training are arranged for in the basement. The auditorium feature on the first floor will serve for community meetings as well. In the basement there is a lunch or social room, which will also serve as a lunch room for pupils who come from a distance. Such pupils are conveyed to this school in auto busses.

The auditorium feature is not yet built and in place of it a temporary auditorium is provided on the second floor in the space which will be occupied in the future by the languages classroom, study hall, library, commercial department and one of the stairs. The front faces east and practically all the classrooms are lighted from the east and west.

This building was erected in 1920, and the cost thus far in that period of high building prices was \$57,000.



JEFFERSON SCHOOL, OCONTO, WIS. Derrick Hubert, Architect, Menominee, Mich.

# THE NATION'S SCHOOL BUILDING NEEDS.

A country, rapidly growing in population obviously requires new housing and the rehabilitation of old housing. This applies with exceptional force to the school housing in a country like our own, where the ambition to make such housing both ample and modern, prevails in a strong degree.

The steady addition of new structures in the past to meet the needs of a growing school population was seriously checked during the war period and could not immediately thereafter be resumed owing to the country's economic dislocation and uncertainty. Consequently an accute schoolhouse shortage has existed for several years.

Now that normal conditions have returned, it may be well to remind ourselves that the ensuing, winter months afford an opportunity in estimating immediate schoolhouse needs and in planning construction programs for a period ahead. The virtue of timely anticipation of future requirements is no longer a debatable subject. To know exactly what these requirements will be in a growing school district three

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or five years hence, means to travel along sound and progressive school administrative lines.

During the present year construction labors have been carried on at a maximum rate. At the fall opening of schools a thousand new buildings were ready for occupancy. But the big job of providing adequate housing is by no means complete. The shortage of school seating, especially in the larger communities, is still acute.

It is estimated that the immediate needs call for 250,000 new classrooms involving a minimum expenditure of something like three billion dollars. This is a large sum of money, but when it is remembered that the purpose for which it is to be used is a vital one; that normal economic conditions have returned, and that the cost will be distributed over many districts and many taxpayers throughout the United States, the task becomes less problematical.

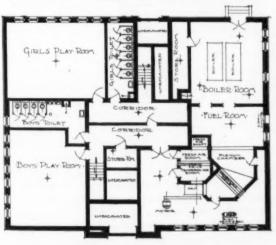
The school authorities should not only estimate the immediate housing needs, as stated before, but also speculate on future needs. The financial problem connected with them must be met courageously. The taxpayer must be told in unmistakable language what these needs are and what funds must be supplied. He may

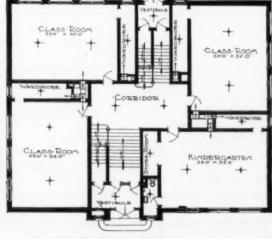
grumble for a time but when the issue, with all its deeper phases and arguments, is squarely set before him, he usually yields with the spirit of true American citizenship.

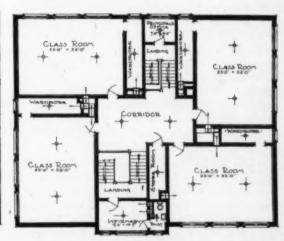
The usual twaddle as to what the country is spending for luxuries, as compared with education, must give way to clear statements and a pronounced affirmative position on the serious and larger essentials of the situation. The true mission of the schools in a self governing nation is sufficiently obvious and attractive to find ready acceptance when judiciously advanced.

The Kansas state board of education denied the petition of State Superintendent Lorraine Elizabeth Wooster to revoke the certificate of Superintendent W. H. Peck of the Cimmarron district because he smoked and participated in card and dancing parties. Now Peck ought to be a real sport, and take Lorraine to the dance.

The little town of Friendship, Me., built a new school and asked Superintendent Condon of Cincinnati to deliver the dedicatory address. It might have gone one step further and named it the Condon School. The town of his birth should remember that Condon is one of the biggest men in the American school field, and deserves the distinction.







BASEMENT PLAN.

FIRST FLOOR PLAN

SECOND FLOOR PLAM



# School Board Journal

WM. GEO. BRUCE | Editors

### EDITORIAL

# EXECUTIVE ABILITY IN SCHOOL GOVERNMENT.

There is one type of school executive whose tendency is to fuss and worry. He allows trifles to disturb him and thus blind him to the larger objectives of his office. The entangling, and sometimes involved, detail entrusted to his direction sometimes dazes him and weakens his perspective. Instead of resorting to simple yet strong strokes of executive action, he tarries by the way, fussing over details. And in the meantime he continues to worry.

It has been said that the executive in the business world is more complacent, more collected, and hence more circumspect than the school superintendent or school principal. The answer here may be that the larger and more varied load which the business executive carries prompts him towards a better discrimination between the important and the trifling. At least, he has cultivated a sense of proportion which enables him to see through the apparent and discover the real. His measure of values is exact.

A writer in the Journal of Educational Research recently said:

"The finest business men with whom we have come in contact are those who seem to be making the least effort. Whatever may go on behind closed doors, the outward appearance is that of easy mastery of the situation. The art of getting big business done seems to be the art of planning, of delegating, of holding people responsible, and of recognizing ability wherever it is exhibited. To all appearances the executive who has mastered this technique is an interested spectator of a going concern. We suspect that this spectator attitude is more apparent than real, but it is undeniably true that the successful man in large affairs clutters neither his desk nor his brain with unimportant details."

On the assumption that the school executive is less strong and strenuous than the business executive, and hence more inclined to become harassed and worried, it may be well to ask why this should be so. The answer, we believe, must be found not only in the nature of his task, but more largely because of the kind of people that surround him. The recognition of order and direction is always a somewhat formative process as far as the schoolhouse constituency is concerned. The school principal deals largely with inferior minds; while the superintendent in turn deals with those who are thus occupied.

While the business executive is not equipped with the cultural training of the school executive, he deals with those who are maturer in the appreciation of fixed rules and methods which govern their mutual relations. The business world not only accepts certain conditions without equivocation, but an industrial army knows the relations that govern between it and the executive. The element of discipline and

authority as well as recognized standards here come into play.

The business executive, too, gains strength in that he deals with minds of equal fibre and strength. He is a man among men, whose daily encounter clarifies his perspective, sharpens his vision, and stimulates his energy. By carrying many heavy responsibilities he soon learns to center his efforts upon the main objective and to disregard the trifling.

The school executive, both superintendent and principal, would do well to emulate the modern business executive in analyzing the elements of executive power and direction and in cultivating that sense of proportion which eliminates the small worries and centers interest and enthusiasm on the broader objections of his office.

If the schoolmaster is to get the outside view-point, in order to strengthen his own work, he must mingle more largely with those able to provide it. If he could know something of the problems which confront the business executive he would secure a better aspect upon his own. At least he would recognize the one outstanding fact that executive ability of a high order means the attainment of maximum results at a minimum expenditure of nervous energy. He would also learn that there is a vital difference between thoughtful consideration and useless worry. The strong executive is not unmindful of the worst that may happen, but he never crosses a bridge until he has reached it.

### PUBLIC PRESS AND PUBLIC SCHOOL.

The manner in which the press of the country deals with school affairs is as various and variable as the fashion in women's headgear. Of course, the press in the main supports the schools. It could not be otherwise. But, the approach to school administrative endeavor and to educational service, as expressed by the press, curiously differs with climate, region and environment as well as with the temper and training of the modern newspaper editor.

In the New England states, for instance, a news account of a school board meeting is precise and fulsome, and is held in a respectful tone. In the West such a report is brisk, breezy and enthusiastic. Again, the news accounts grow inversely with the size of the town. In other words, they grow smaller as the town grows larger, with the result that larger cities publish the least.

If any one wishes to test the popularity of educational endeavor in a large city, let him note how the editor of a great metropolitan newspaper ignores an educational convention. A thousand educators may be assembled for three days under his very nose and discuss most important problems, and receive only the most meagre mention in the big newspapers. And oddly enough, this is the rule rather than the exception.

On the other hand, the newspaper in some smaller town will devote a whole page to a school board meeting, a teachers' convention, or to an address by a distinguished educator, proving that news values are subjected to various standards of measurement. The lurid, unusual and picturesque always appeals to news gatherers. But, few see the real value of this or that opinion, suggestion or departure, as far as the educational progress of the nation is concerned.

One of the New York dailies has, however, recognized the news value of the activities in the school field of that city and of the nation. It has employed a schoolmaster editor, who provides each day a whole page of instructive and interesting reading matter dealing with the educators and the schools, and the tendencies and departures in the march of educational progress.

In the field of school administration it frequently happens that in a community some one will champion some departure which is designed to be in line with progress, but which has already been proven impractical in some other. The editor is likely to bite, and commit himself to something which, in the light of school administration history, is obsolete and worthless.

The editorial pages reflect not only the vision and acumen of the writers thereon, but also their temper, mood and disposition. There is, for instance, the editor who has his hammer out to hit somebody or something on the slightest provocation. Such writers are always destructive; never constructive. It would be a miracle if they ever accorded praise for a task well performed by a school board or a school superintendent.

Those identified with the school service may not look for praise or applause. But, when it is considered that the press is an important factor in creating public sentiment in the direction of able school boards and efficient school systems, it also follows that constructive criticism, rather than fault finding, can be of greater value.

A school board membership implies honorable service in the cause of citizenship. No position in community life has a larger bearing upon national efficiency and wellbeing, and which should call into action a higher type of men and women.

Thus, it becomes the function of the newspaper not only to keep before the general public the more interesting doings in the school field, but also to set forth the mission and function of the school administrator in a light that will attract, rather than repel, the best type of manhood and womenhood to the call of popular education.

### DO TEACHERS SAVE MONEY?

The school administrator probably has no more right to inquire into the personal affairs of the teacher than has any other employer to concern himself with the private doings of his employe. And yet, there are employers, and their number is growing, who do concern themselves in things that affect the material advancement of those employed by them.

There are, for instance, those who induce their men to become thrifty and who will counsel them in matters affecting their material progress and wellbeing. There are banking and commercial enterprises that will not keep in their employ men or women who are extravagant or reckless in the management of their financial affairs.

The theory upon which such concern is based assumes that the employe who serves himself well will do likewise for his employer. In banking circles this, of course, goes farther in that it assumes that he who serves himself badly will eventually serve the bank badly.

The interest manifested here in securing the observance of recognized methods in financial affairs is designed to serve mutually beneficial and advantageous. The character and standing of the employe adds to the prestige and stability of the employer or the institution serving as employer.

The profession of teaching demands character as well as ability. The position which the teacher holds in the community, and the relation he or she bears to a pupil constituency, primarily implies observance of the conventions and laws of society. That position must reflect the best impulse and aim of the established order of things.

A western banker recently expressed himself to the effect that many teachers spend their money faster than they can earn it, and who manage to constantly keep themselves in debt. He cited a number of instances where women teachers indulged in extravagant expenditures for clothes and fineries, and then dodged the bill collector when the time for payment came. In another instance a superintendent complained bitterly of the disregard manifested by some teachers for the value of money and the honor involved in meeting financial obligations.

The conclusion here must be that the teacher who manages his or her private affairs unwisely, and who disregards the ethical relations of life. is not the best person to serve as an example to a rising generation. Extravagance is an obvious condition, and fineries are not bought to be hidden, but to be displayed. Disregard for obligations cannot remain a secret.

Some one may here urge that those who are under a pension system need not be concerned about the future. True, but even a pension system does not warrant extravagance, or a disregard for the things that make for economic self-respect and material well-being. Pensions are not always adequate, nor are they an absolute assurance against dependency in the hour of misfortune or old age.

It becomes clear then that situations may arise in the private affairs of a teacher where the best interests of the school demand some attention at the hands of the school authorities, and where such attention cannot be deemed either presumptuous or meddling. Nor can such attention be deemed inquisitorial or an invasion of private rights.

After all, the derelict teacher is an exception at best. The rank and file is probably not much different than are persons in other walks of life. Some live up to every penny they earn, while others may be thrifty and lay by something for a future day. But, on the whole, the teachers measure up to the best standards and rules observed by the solid and respected members of the community.

The spending of money which has been honestly earned is a personal and private affair. The thought, however, that a teacher should be able to manage his or her own affairs along lines of sound sense and judgment, in order to impart sound sense and judgment to her pupils, must find ready acceptance. Moreover, the teacher who does not set a good example in observing the relations of life, involving common sense and the tenets of common honesty, is not fitted to serve in the training of the rising generation. Private rights here invade the domain of public concern, and the school administrators have the moral obligation to set the house of the teacher in order.

# DEFENDING HIGH SCHOOL FRATERNITIES.

High school fraternities have been universally condemned by educators throughout the country who by experience with them are convinced that they breed a spirit contrary to that upon which the Republic is founded and upon which the common schools must be conducted.

And yet the champions of the fraternity idea are not silent. A New York City individual who styles himself a "chancellor" of a high school fraternity denounces the attitude of the educators and school boards.

He bases his position upon the boast that fraternities flourish in spite of the school authorities, that fraternity boys are finding no fault with their organizations, that he has found good company by belonging to a secret body, and that the conflicts between frat and non-frat boys are no worse than are the contentions between the Republican and Democratic parties. Hence, the school authorities must be wrong about their condemnation of fraternities.

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It will be seen that this is youthful twaddle which fails to touch the real issue. The claim that fraternities flourish, in spite of the ban placed upon them by the school authorities, may be questioned. But, if the claim were true it constitutes at best a confession of disobedience to rules and a defiance of authority.

The fact that fraternity members do not find fault with their own organizations, and that the members provide congenial company for each other is an insipid defense. And to compare the conflict between the frats and non-frats with the conflicts of the great political parties of the nation is simply assinine.

The great historic parties perform a high service in aid of government and in the maintenance of the spirit of democracy. Whatever we may say in criticism of political parties it nevertheless remains that they constitute an indispensable adjunct to our form of government. A self-governing nation like our own could not exist without them.

To hold up an organization of youthful high school students, who breed snobbishness and class distinction on a par with the statesmanship and political activities of the nation, is hardly within the province of good sense or sound reasoning.

The very fact that the maturer minds in the educational life of the nation have condemned high school fraternities because of the harm they do by fostering exclusiveness and inequality, should teach the youthful and immature minds to heed the lesson that is thereby implied.

### THE SOUL OF SCHOOL LIFE.

The stranger who visits a city for the first time will measure the importance of the same by the physical evidence of material progress afforded him. The size and dignity of public buildings, of banks and business blocks, and the extent of the industrial activities will fix his estimate.

But, if he possesses a penetrating mind, he will look farther and seek to learn something of the civic and social status of the town. He will look for structures dedicated to government, to education and to moral endeavor. How does it demonstrate its cultural aspirations? Where and what are its schools? Where are the hospitals, asylums and charitable institutions? What does the town do for its dependents, derelicts and defectives? In brief, what evidence is there that the community is possessed of heart and soul, and that it fosters the higher and nobler impulses of life.

The average American city is progressive, and expresses in various ways not only its commercial enterprise, but a true appreciation for all that is implied in the higher purposes of civilization. There are some communities, however, where the cultural and humanitarian spirit finds more graceful expression than in others. Occasionally, too, the unique and exceptional comes to light.

In Corsicana, Texas, for instance, appreciation and gratitude for cultural service found expression at the hands of the community in an unusual way. Sallie Evans, a school teacher, who had taught the children of the town for many years in a faithful and efficient manner, was the recipient of that expression. The good people got together, built a cozy home and presented it to the faithful teacher.

In the meantime, so the story goes, "Miss Sallie keeps on teaching, and keeps on making folks love her for the capable, patient, resourceful, intelligent womanly woman she is."

This is all quite simple, quite local, and apparently unimportant. But, behind this gift there is, after all, a beautiful sentiment which

spells far more than a mere utilitarian tribute, and which deserves emulation at the hands of a thousand other communities.

Public gratitude is usually a belated affair. Men must first die before appreciation for useful service is extended. Why not always pay tribute to whom tribute is due? Why wait until the grave has closed a useful career?

There are those in the field of popular education who, in an unostentatious and yet highly efficient manner, are daily making a valuable contribution to the progress and stability of the nation. We pass them by without a thought of appreciation, in the belief that their payroll provides them with all that they are entitled to.

And yet there is not a finer strain in American community life than that which measures valuable service to mankind, unselfishly rendered, and expresses its appreciation readily and unstintingly. Every school has its Sallie Evans. Every community has an opportunity to give voice to its nobler impulses in substantial tribute to those who deserve the same.

Gratitude need not always be expressed in the gift of a home. There are a thousand ways of telling those whom we prize that we are grateful—a thousand ways of paying tribute to those who give more than they receive. Why remain silent?

Communities, like individuals, have hearts and souls. But, souls must cry out occasionally, and hearts must pour out their innermost warmth, in order to remind us that hearts and souls still exist.

### CHATS DURING RECESS.

"Most people think of school boards as individuals who 'meet' when they get ready, and who get through the 'meeting' just as soon as they can." So says an Illinois newspaper. Well, if the good people will remember that, since the advent of the dry era, there is no other place to go but home, they will also know why school board meetings do not adjourn until midnight.

"Prosecutor finds school board has served city well," says the headline of an Owosso, Mich., newspaper. But, why ask the public prosecutor? Why take the police route to prove that the school board is alright?

It is reported that the first textbook row over the history of the world war has broken out in Worcester, Mass. What's the matter? Have the allies admitted that we "were over there," or claimed all the credit for themselves?

A Minneapolis educator objects to one-story schoolhouses of twenty-four rooms each on the ground that a principal cannot hold administrative control over a school covering so much territory. How about the administrative success of a skyscraper school in New York City with playgrounds on the roof? Is horizontal administration?

Another strike! Nineteen members of the senior class of the high school at Mineola, N. Y. went on a sympathetic strike because one student was reprimanded. We thought that this sort of nonsense was a thing of the past, but corporal punishment is still a suggestive remedy.

When some of the boys and girls of the Washburn, Wis., high school pelted one of the faculty with eggs, tomatoes and rotten squash, the local newspaper said that it demonstrated "the wrong spirit." Sometimes the spirit is righted through the medium of the flesh. How about a darned good spanking?

"For years it has been the fashion to call the school board hard names, and to condemn practically everything that it has done," says the Telegram of Harrisburg, Pa. About time for that board to hire an umpire!

# Keeping up with the Teacher

A Superintendent's Wife.

Every summer for a number of years, it has been my happy privilege to mingle with the students at summer schools, sometimes in a small group counted by hundreds, sometimes where the roll runs into the thousands.

In these groups there are always a few who have evidently come to the wrong place, girls whom nature endowed, and their mothers reared, for beauty parlors, bathing beaches, and tea parties. "The poor ye have always with you," even at summer schools, but they form a negligible quantity. The great majority of the students who go, teachers or would-be teachers are well-balanced, thoughtful, sincere seekers after the very best that they can find in order to give it again to the boys and girls whose future depends so largely on the quality of this

One Saturday morning during the month of July just past, I went to the central library of the university where my husband's duties called us, and the sight that met my eyes was impressive. Every available foot of floor space in the main room and the alcoves had been provided with tables and chairs, and every chair was occupied. The students overflowed to the stair-

ways, the portico, the steps.

As I looked at that group, bending over their books so intently that there was not a whisper, scarcely a movement, I thought to myself "Surely the schools of the thirty-two states represented here will feel the influence of such work as this." Then in my mind I enlarged and expanded the scene to include the eager summer students in all the universities and normal schools and other institutions in this great country of ours. The number runs into the hundred thousands. They bend over their work in libraries, they listen and take notes in the lecture rooms, they group themselves for study and discussion under the trees of the campus. they work early and late in their rooms.

When we walked home from a musicale or a social evening with friends, as late as twelve o'clock lights gleamed from lonely windows, often far up under the roof, where one wondered how the girls could endure the heat. If we rose at five in order to join the bird walks, those same lights were usually turned on. And they were burning by thousands and thousands throughout the States in the name and for the

cause of education.

It was a sight to make glad the heart of anyone interested in the betterment of the schools.

Where Are They?

But these students that I see year after year, in university and normal schools, are nearly all classroom teachers and some remarks that I overheard as I mingled with them made me think some long thoughts. Where are the supervising principals and the superintendents? Very few of them enroll in summer schools or Saturday courses. Even "Superintendents' Week" brings out a small contingent. Perhaps they feel that they cannot afford it. Yet they ask their teachers to go. Can they afford to retrograde or stand still when their teachers are advancing? Can a superintendent afford to have his teachers come home with new ideas which he cannot at least discuss intelligently?

With unpleasant frequency I heard remarks like this in the classroom: "Dr. Smith, you say that we ought to omit cube root and compound proportion and all those obsolete things; but next winter my superintendent will insist that I teach them; and he will include them in the final examinations. What can I do?"

A girl stopped her instructor on the street to say: "Mr. Blank, last year you told us to teach spelling according to the Ayres or some other

practical list, stressing the words in common use and ignoring the unusual. Then in the spring test my pupils ranked low because they couldn't spell hypochondriacal and caontochone, and words of that kind."

Of what benefit is it to a girl, or to anyone, if she learns at summer school that physical training includes setting up exercises, corrective exercises, and organized play, if with her first attempt to use her new acquirements she is told to "leave those silly notions where you got them?" She would be far happier if she knew nothing about the better way; she would be more content to stay in the narrow rut to which she is condemned.

The teacher who has been shown, by one who knows, how to make civics a live subject, connecting it up with the everyday life of the school and of the individual pupil, can no longer be in harmony with a school system that compels her to narrow it down to the memorizing of the Constitution of the United States and a list of our Presidents.

Every summer I see in these training schools, teachers who make pathetic sacrifices in order to attend-young girls who are supporting their mothers, widows with a family of dependent children, women who are helping a younger brother or a niece through college. Is it right that they should deny themselves all but the absolute necessities in order to come here and learn the best known way of doing things, only to have all their "new fangled notions", that have cost them so much, brushed aside by a Superintendent or a Trustee who has not taken the trouble to learn that they are right and he

The ablest teacher in the world can only accomplish as much as is allowed by the powers that be. And the pity of it is that the superintendent who is most woefully behind the times is always the narrowest and most dictatorial, depriving the schools not only of an efficient leader, but preventing them from enjoying the breadth and ability of the teachers whom he dominates.

Applying New Power.

This is not the way an able business man behaves. If he sends a man away to learn a new system of accounting, filing, or salesmanship, he expects that man to use his new power when he comes back, not scrap it and do the same old thing in the same old way. The employer is wise enough to watch the new method in operation and judge by results, meanwhile studying the innovation so that he can at least judge intelligently.

Who ever heard of a farmer economizing an entire year in order to purchase a self binder and a modern threshing machine, then when the harvest was ripe getting out the old grain cradle and flail that his grandfather used?

There is another side to the problem. One evening lately I walked to the train with a teacher of experience who was commuting to summer school at great inconvenience. She is a woman whose work in the classroom has been pronounced unusually successful by competent critics, therefore I have confidence in her judgment. I expected to discuss the problem with her in the way I have already indicated in this paper. She came back at me from quite an unexpected angle.

This was our conversation: "Miss Brown, is your supervising principal attending summer schools ?

"He? Indeed not!"

"Any members of your board?" She looked at me in amazement.

"Why they can't go to summer school. They're all busy men. They can't even get away for Directors' Day."

"Well, this is what I'm thinking of: How is this thing going to work out? Here you teachers attend lectures and demonstrations given by the foremost educators, and getting the best of every thing you can find. When you bring your new ideas into the schoolroom next fall will these men, who haven't been looking into the matter as you have, will they allow you to change the old order? Will they back you up?"

"There's the rub, Mrs. Henry! I can teach anything I want to, as far as that goes. They never bother me. But they won't back me up with materials, and I'm tired of working with nothing. We have the very least in books and supplies that we can get by with under the law. Here I go and spend my good money to go to summer school and learn how things ought to be done, and how they are done in the schools with which we are compared, then I come home and am expected to achieve these results with a tablet and a lead pencil! And not many of those."

"Well that's not fair to you."

"It isn't myself I'm thinking of. It's not fair to the children. One of the subjects I'm supposed to teach is vocal music; yet I haven't a single chart or book in the entire building! I'm expected to work up my own material. Our instructor this summer announced, the first day that she positively would not have anyone in class who didn't have a book, and I'm going to take that stand next fall. I will not work without reasonable material any longer in any of my classes, and I'll tell the board so."

I know that teacher. I know her board. She will get those supplies. And she is not the only teacher under the Stars and Stripes who is going to demand what she needs and get at

least a part of it.

I have often wondered what would be the effect on the schools if for one single summer all the teachers in the United States were "required" to stay away from summer schools, and all trustees, principals, and superintendents were "required" to attend.

### THE PUBLIC PRESS AND THE SCHOOLS.

The question of cooperation between the press and the public schools was the subject of discussion recently at a meeting held under the auspices of the New York Academy of Public Education. Newspaper editors and schoolmas-

ters participated.

Don C. Seitz of the New York World and Hugh A. McDonnell of the New York Times admitted that, on the whole, the press neglected the schools. The Globe and the Mail, it was admitted, were treating the school news of New York City properly. The pressure of European news, it was explained, has prevented the news-papers from giving adequate attention to the schools.

The editors were inclined to hold that the American newspapers appealed to the family while the European newspapers yielded to propaganda. Superintendent Ettinger believed that if all the newspapers had manifested a proper concern the great schoolhouse shortage

would not exist.

'Lack of space devoted to school matters is our own fault," said Miss Olive M. Jones, a school principal. "We always want to get, but never to give. We have no more right to dictate to a newspaper what it shall print than a reporter has to come into a classroom and tell a teacher how to instruct in arithmetic. The reporter knows just what news his paper will print, and in what form. We should be less keen in protecting our selfish and conservative ideas, and more eager to recognize the right of

"We should pay tribute to the press for what it has done for the teacher," said Dr. William L. Felter, a high school principal. "The great salary campaign owes its success to the support of the newspapers. I have always found the press ready to cooperate in every possible way. Of course, the papers want the stories to be interesting, because those are the only kind the

public reads."

# How's this for a Christmas Program for your School?

# Christmas with the Victrola The Lonsdale School

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## 1. Song by the Audience: Band Accompaniment for Singing . . . 17580 II. Readings from "A Christmas Carol": Marley's Ghost Ghost of Christmas Past Ghost of Christmas Present Ghost of Christmas to Come Medley of Christmas Hymns and Carols III. Carols: Trinity Choir . . . . . IV. Story of the First Christmas from the Bible: Harry E. Humphrey . . . . . . . . . 18086 Christmas Eve (2) O Bienheureuse Nuit V. Songs: Christmas Day in the Morning (2) Good Night and Christmas Prayer Olive Kline and Chorus . . . . . . . . . 17868

# Intermission

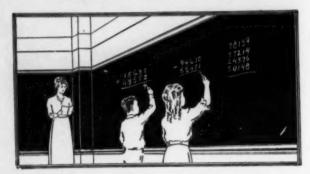
/I. Hymns:
Hark: The Herald Angels 17164
Trinity Choir .
17164
Silent Night
Flate Dance.
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VII. Humorous Recitations:
Jest 'Fore Christmas 18685
Sally Hamlin .
The Night Before Christmas  Cora Mel Patten
The Night Berois
Cora Mes .
a Calantians:
VIII. Instrumental Selections: 18389
VIII. Instrumental Hymns (Harp Solo)  Christmas Hymns (Harp Solo)  18389
Francis J. Capacita
18289
Silent Night
Neapolitan
IX. Poem:
Christmas Carol
Christmas Carol Harry E. Humphrey
Joy to the World  Trinity Choir
Joy to the Thinky Choir
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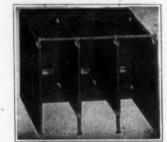
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### Penna. Structural Slate Co. Worth Building Easton, Penna.



School Lands and Funds.

Under the Connecticut general statutes of 1918, §1009, prohibiting the employment of teachers without the certificate of approbation specified in section 1007 in schools receiving support from public money, and providing that such teacher shall not be entitled to wages paid out of public money appropriated to schools, construed with section 856, authorizing towns to employ music teachers whose salaries shall be paid by the town, a music teacher may be employed by a town, the schools of which receive support from the state treasury, but the town must pay her salary from its own money obtained from the income of the town deposit fund, a town tax, or any other resources outside the state treasury, as required by the Connecticut general statutes of 1918, c. 58, "public money" meaning not all money raised by taxation, but money of the state appropriated for the support of public schools and distributed from the state treasury.—Wardell v. Town of Killingly, 117 A. 520, Conn.

Schools and School Districts.

The act of the ex-officio board, attempted to be created by the Illinois school law, \$90, as amended by the laws of 1917, p. 739, in changing boundaries of high school district boundaries, was of such a nature as to be reviewable by certiorari.-McKeown v. Moore, 135 N. E. 747,

The Kansas session laws of 1921, c. 230, §1, regulating the manner in which a school district contiguous to a consolidated or union district already established under the Kansas act of 1911 (laws of 1911, c. 275) might become a part of such consolidated district, are held applicable to a consolidated or union district in

existence at the time of the enactment of such act of 1911, but which subsequent thereto funcact of 1911, but which subsequent thereto func-tioned under such act of 1911; the expression "already established" in section one of the act of 1921 meaning putting in a settled or efficient state or condition an existing legal organiza-tion.—State v. Board of Education of the City of Florence, 207 P. 764, Kans.

Proceedings to consolidate a school district with a union district in existence since 1908 are held void for failure to comply with the Kansas session laws of 1921, c. 230, specifying the manner of consolidation.—State v. Board of Education of the City of Florence, 207 P. 764, Kans.

School District Government.

The Vermont general law 1196, as amended by the acts of 1921, No. 46, providing that, on the failure of a school director to have his account as director or the account of the board audited by the board of auditors of the district, his office shall become vacant and shall be filled in the manner prescribed for filling vacancies in such office, is not mandatory or self-executing, and the officers are not displaced because of such default until action is taken on the matter by the school district or the selectmen in the interim, and the power of removal has been exercised by electing or appointing others, as provided for by section 1190.—State v. Watson, 117 A. 663, Vt.

That no election was ever held to elect school district trustees as provided in the Georgia civil code of 1910, §1533, did not invalidate acts of de facto trustees respecting the holding of an election to vote a special tax and the asssessment of the tax.—Morris v. Smith, 112 S. E. 468, Ga.

Under the Nebraska revised statutes of 1913, §6753, the terms of the six trustees elected at an organization meeting of newly organized consolidated district pursuant to plan adopted at such meeting providing for a school district government through six trustees run from the date of the organization meeting and election of such trustees, and not from the date of the first annual meeting of the newly created district.—State v. Clarke, 188 N. W. 472, Neb.

School District Property.

An accepted proposition by a dealer in bonds to a school board that they should deliver \$30,000 in bonds at once, and to allow him to take up the remaining \$20,000 on or before October 1, 1920, his option, and in any event to take up the same not later than January 1, 1921, the board to hold his certified check or an acceptable bond of \$1,500 to be returned on completion of the agreement, was held not an option contract to take the remainder of the bonds, but to require him to take and pay for them not later than January 1, 1921.—Gates v. First Nat. Bank, 188 N. W. 571, Minn.

A finding that the damages to school district from a dealer's breach of contract to take and pay for its bonds at a fixed date equaled the amount of the certified check deposited to insure performance, is held sustained by the evidence, so that the district is entitled to the proceeds of the check, even if it were not deposited as liquidated damages.—Gates v. First Nat. Bank, 188 N. W. 571, Minn.

Granting an extension of time to pay for part of the bonds sold was not a new sale, requiring new bids.—Gates v. First Nat. Bank, 188 N. W. 571, Minn.

Where a contract imposed on a dealer in bonds the duty to take bonds at such time as he should elect, and not later than a date fixed, a formal demand by the district was not necessary to place him in default.—Gates v. First

sary to place him in default.—Gates v. First Nat. Bank, 188 N. W. 571, Minn.

Under the New York education law, §875, sub. 8, specifications for the construction of a substantial amount of work, either of wrought iron or steel pipe in the alternative, prices being substantially different, do not furnish a basis for genuine competition.—Warnock v. Wray, 194 N. Y. S. 396, N. Y. Sup.

A reservation in a notice of the right to reject all hids is not effective, where the contract

ject all bids is not effective, where the contract is required by the education law, §875, subd. 8, to be left to the lowest responsible bidder, and there is no statute giving such right in the discretion of the board of education, unless there is a substantial reason for rejecting all bids.— Arensmeyer-Warnock-Zarndt, Inc., v. Wray 194 N. Y. S. 398, N. Y. Sup. School District Taxation.

A school district election to vote a special tax was not illegal or void because the order calling it provided that the tickets should read (Concluded on Page 68)



Fanestires

# SHOWER STALLS



Chapter 7 of a series on

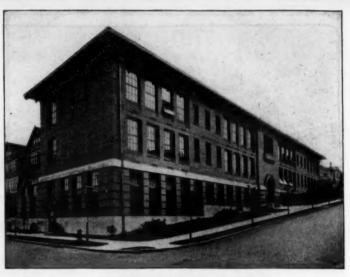
# STRUCTURAL SLATE

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(Concluded from Page 66)

"for local taxation" and "against local taxa-tion," instead of "for local taxation for multirior, local taxation and against local taxation," instead of "for local taxation for public schools" and "against local taxation for public schools," as provided by the Georgia civil code of 1910, §1534; a substantial compliance being sufficient.—Morris v. Smith, 112 S. E. 468, Ga.

Teachers. The rules for the government of public schools of the District of Columbia, requiring a physical examination before appointment as teacher to be made by medical inspectors of schools detailed for that purpose by the health officer, are reasonable, and therefore valid.—Coleman v. District of Columbia, 279 F. 990,

D. C.

The examination of an applicant for appointment as school teacher by the medical inspectors detailed for that purpose does not become the work of the health department until it is approved by the health officer, so that the applicant cannot rely on a report by the inspectors finding her physically competent, where the health officer found from the report that she was incompetent.—Coleman v. District of Columbia, 279 F. 990, D. C.

Under the District of Columbia act of June 20, 1906, \$2, the authority to employ teachers is vested solely in the board of education, and that power of appointment requires an exercise

that power of appointment requires an exercise of judgment, so that it could not be delegated to the secretary of the board or to anyone else.—Coleman v. District of Columbia, 279 F. 990,

An applicant for appointment as school teacher is charged with knowledge that the secretary of the board of education had no authority to appoint her, and could be given none by the board, so that she cannot invoke the doctrine of apparent authority of the secretary to bind the board.—Coleman v. District of Columbia 270 E 200 PC

bia, 279 F. 990, D. C.
Under the Ohio general code, §12932, prohibiting a member of a board of education from participating in the making of a contract with a person, as a teacher to whom he or she is related, as father or brother, mother or sister, a member of a board of education may participate in the execution of a teacher's contract to his wife, notwithstanding section 4757, since

the prohibitory provision does not apply to any relation not specified therein.—Board of Education of Zaleski School Dist. v. Boal, 135 N. E. 540, Ohio.

Where plaintiff was advised by the assistant superintendent of schools she had been recomsuperintendent of schools she had been recommended for probationary appointment as a teacher, subject to physical examination, and the next day the board appointed her to such position subject to that condition, a letter from the secretary of the board, notifying her of the appointment, without stating the condition, did not estop the board from denying she was appointed without the condition.—Coleman v. District of Columbia, 279 F. 990, D. C.

The Missouri revised statutes of 1919, §11461, giving the superintendent of instruction general supervision, subject to the control of the city

supervision, subject to the control of the city board of education, of the course of instruction, discipline and conduct of the schools, and providing that all appointments, promotions and transfers of teachers shall be made only on his recommendation and the approval of the board, and that he shall have power to suspend any teacher for cause, and that the board shall take action on restoration or removal as it may deem proper, and that all appointments and promotions shall be on the basis of merit, as ascer-

tained in the case of appointment, by examination by the superintendent under regulations of the board, and in case of promotions, by length and character of service, contemplates that, as to such matters, he shall be the directing head of the schools, and recognizes that he is in touch with teachers, and he alone can recommend intelligently their appointment, promotion, etc., and their discharge and employment by the board without his recommendation is in disregard of the statute.—State v. ex rel. Brown v. Board of Education of City of St. Louis, 242 S. W. 85, Mo.

The enforcement of a rule of a city board of education under which teachers may be appointed and discharged by the board without the recommendation of the superintendent of instruction, in violation of the Missouri revised statutes of 1919, \$11461, is official misconduct in the management and conduct of the schools for which the circuit court may require them to account pursuant to section 11472.—State ex rel. Brown v. Board of Education of City of St. Louis, 242 S. W. 85, Mo.

One employed by the board of public instruction of a county to teach a named school "as assistant, or such other public school as the board may elect, commencing on the sixth day of October, 1919, for the term of seven months," has no cause of action against such board for breach of contract where a school is closed before the expiration of the term, if she then departs from the county without notice to or authority or instructions from such board, and makes no effort to be assigned to any other school in the county.—Board of Public Instruction of Marion County v. Cannon, 92 So. 149,

### PARENT-TEACHER ASSOCIATIONS.

"There are three inseparable factors that make for the success of education. These are the home, the child and the school. The three are bound together so closely that lack of co-operation or absence of interest on the part of any single one must result eventually in the failure to achieve the aims of democracy.

To meet this need of social co-operation there

has been developed an agency in the form of possibilities of aiding in the solution of the prob-

The immediate aim of Parent-Teacher Associations is to bring home and school into closer relationship; to educate parents to their obliga-tions toward the education of their children; to co-ordinate education in the home and in the school and so weld them into a unity."—Supt. Frank Cody, Detroit.

## Pupils.

Under the Ohio general code, §7677, §7678. §7681, school district in which inmates of children's home have attended schools, is held entitled to reimbursement from the district in which such inmates lived immediately prior to becoming inmates, based upon the average per capita cost of the elementary schools attended by such inmates, not including improvements and repairs.—State v. Sherman, 135 N. E. 625,



PROPERTY PROTECTION PAYS

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Spiral Dowel Construction
"Empire" Chair Desks are designed and
built with the utmost care and attention to
detail. The Spiral Dowel construction is
but one of the many factors entering into
its construction that guarantees its durability under most severe use.

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An exclusive "Empire" feature. When not in use the arm swings in under the desk arm, permitting pupils more freedom of action without fear of spilling the ink.

**Steel Tie Rod Construction** 

Note the steel tie rod construction of the "Empire" Chair Desk. This coupled with the spiral dowel construction is the secret of its extreme durability.

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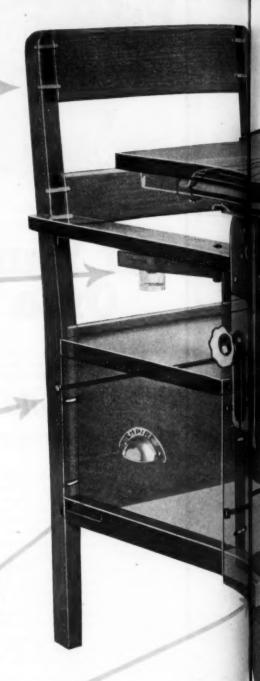
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The "Empire" movable adjust six sizes to fit the various as a so that each pupil may be idu

Standardize on fire adjustable Chair for

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# FABLE CHAIR DESK

**UNEQUALLED APPEARANCE** 

Improved Desk Arm Construction
The desk top of the "Empire" Chair Desk is both lifting and removable and this improved construction greatly adds to its strength and facilitates both operations. These features make the "Empire" chair desk as convenient for auditorium and community use as for classroom use.

Plus and Minus Adjustment
This adjustment permits the desk top to
be moved either forward or backward to
allow the correct distance of the desk top
from the pupil.

Adjustable Hand Wheels
By means of these hand wheels adjustments are simply and easily made — no
complicated mechanism—no tools needed
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This feature permits the desk top to be
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Lathrop Hall, University of Wisconsin. One of thousands of great school, college and semi-public buildings equipped with "No-Waste" fixtures for dispensing National "No-Waste" Toilet Tissue.

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and with "Public Service Junior" Towel fixtures furnished at cost.

POLDED Toilet Tissue costs slightly more per 1000 sheets than paper in rolls, but "No-Waste" fixtures save 50% in the actual number of sheets used. The next saving amounts to between 20% and 30%, as proved by very careful cost tests.

Save this money in your schools! We supply fixtures free for school use, with no "conditions" except that "No-Waste" Toilet Tissue be used so long as we continue to furnish first quality paper at fair competitive prices.

"No-Waste" Fixtures are the handsomest and most practical invented to date. They have *no mechanism* to get out of order. Specimens will be sent on request (state choice of white, olive or nickel).

"No-Waste" Tissue is made by a secret formula of sulphite long-fibre and ground short-fibre pulp, ideally combining softness, absorbency and strength. It is made from fresh, clean wood-pulp only—no old wastepaper pulp to endanger health.

We are also the makers of "Public-Service" Towels, which combine absorbency with strength and are used like linen—"rub, don't blot." The most widely used paper towels in the world—Junior and regular sizes. Fixtures supplied at cost. In writing for sample cabinet state choice of white or olive.

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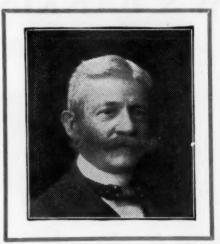
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State School Board Associations.

The state of Ohio has intermittently had its school board associations. They have rendered a specific service and with the passing of time went out of existence again, but they have nev-ertheless left the settled conviction that they may always serve as useful instruments in the field of school administration.

This year the school boards of Ohio have organized an association upon more formidable lines and have secured stronger men to guide These have become impressed with the potential service of such an association.

Plan of Organization. The plan of organization, as will be noted from the following, is most simple:

By-Laws for the State Association of School

Article I. Name:
The name of this organization shall be "The Ohio State Association of School Boards."

Article II. Purposes:
The purposes of this Association shall be to promote the efficiency of the public schools through the interchange of ideas; to render more available information regarding the dif-ferent school systems of the State; to enable Boards of Education to exert an important in-fluence in educational legislation; to help to rmity administration, and to promote a feeling of sympathetic interest among county, village, rural and city Boards of Education.

Article III. Membership: Section I. Membership in this Association shall be open to all Rural, Village, County and

City Boards of Education.

Section II. Each Board may have one voting delegate at all meetings of the Association, pro-

vided, however, that all members of boards in the Association may attend the meetings of the Association and shall have the privilege of the

Section III. Superintendents of schools and clerk-treasurers of boards of education having accredited delegates may attend all meetings of the Association and have the privilege of the

Article IV. Officers:
Section I. Only members of Boards of Education shall be entitled to hold office.
Section II. The officers of this Association shall be President, Vice-President, Secretary and

Treasurer.

Section III. The nominations of all officers of this Association shall be made from the floor

and the vote shall be by ballot.

Section IV. There shall be an Executive Committee composed of the three officers of the Association and four members elected by the Association. The Executive Committee shall have such authority as may be granted to them from time to time by the Association.

Article V. Dues:

Each delegate must present to the officers of the Association the proper credentials from the Board of Education, which he represents, and

pay annually the registration fee of \$1.00.

Article VI. Meetings:

The meetings of the Association will be held at the call of Executive Committee.

Article VII. In the absence of special rules, "Robert's Rules of Order" shall be the authority on parliamentary law.

The Purpose of Organization.
Through Rees H. Davis of Cleveland, who is the secretary-treasurer of the new body, an effort is being made to stimulate memberships. In his propaganda work Mr. Davis advances the

following arguments: common Ohio School Boards that boards of education frequently are powerless to bring about needed improvement in their own school districts. In many matters, particularly those applying to the financing of schools, the Ohio school code fixes rigid limits beyond which individual boards cannot go. Every board of education, to secure good schools for its community, must cooperate with other boards of education in the state to

the end that such amalgamating of educational forces will bring a strong and effective unity. The Ohio State Association of school boards is based on this idea.

"Among the problems of grave significance at the present time are the financing of weak school districts in various parts of the state, the transportation of pupils, the adequate housing of pupils, etc. The Ohio State Association of School Boards believes that better public schools can come only through united action and it believes that every progressive school it believes that every progressive school district in Ohio will want representation in such united action. No apologies need be offered for the unity which this association will give. There has been a gathering of forces in fields of business and likewise amongst the various groups of workers. If it is possible for business or-ganizations to cooperate to obtain legislation to suit their interests, and if it is justifiable for laboring groups to do the same, it is certainly the right of the education forces of our state to unite to protect and to advance the interests of the boys and girls of Ohio."

What applies at this time to the state of Ohio applies with equal force to many other states,

and steps should be taken to bring the several school boards into counsel for united effort on needed state school legislation.

#### AMONG BOARDS OF EDUCATION.

The city boards of education of Kansas elected C. M. Montee of Pittsburg for president, G. A. Berglund of Parsons for vice-president,

G. A. Berglund of Parsons for vice-president, and Norman J. Rimes for secretary.

—A State School Board Association has been formed in Washington with the following officers: President, H. W. Evans, Newport; Vice-President, Dr. C. Henderson, Lind; Secretary, Mrs. Herman Watson, Tacoma. The purpose of the organization is to secure more uniform ad-ministrative methods throughout the state as well as higher standards of efficiency.

-Dr. Clarence E. Burt, a member of the New

Bedford, Mass., school board, recently criticised the tendency on the part of members to subject the superintendent to petty heckling.

—Winchester, Mass. The school board has ruled that no member may, without the vote of the board, confer with a candidate for a position in the schools. position in the schools,

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—The Indianapolis, Ind., newspapers for several years railed against the local school board until that body stepped down and out. A reform board went into office some months ago and a leading paper says: "As its first step the Indianapolis school board has yet to show the public that it is actively, intelligently and persistently endeavoring to keep the public schools on the highest plane of building equipment and efficiency." ment and efficiency."

-When the attorney-general of the state ruled that individual members of a school board may be made to respond in damages in event a pupil is injured on the school grounds the Santa Cruz, California, board of education quit. No one seems to be willing to accept school board membership and the state superintendent is asked to solve the problem. is asked to solve the problem.

-Seattle, Wash. The school board has approved wage increases for two classes of building tradesmen. Plumbers and steamfitters will be paid \$9 a day instead of \$8 as formerly, and painters will receive \$7.50 instead of \$6.80. The union wage for plumbers and steamfitters was advanced throughout the city, with the result that five of the men employed by the school board were placed on an increased scale.

The school board of District No. 9, McIntosh County, N. D., which includes the city of Ashley, has been enjoined from issuing school bonds in the amount of \$40,000. The injunction was granted because the proposition had not been properly petitioned for and could not be legally voted upon at one and the same time on one

-The Parent-Teachers Association of the state of Washington reports that it has 66 cir-

cles and a membership of 4,241.

Boards of Education.

—Dr. George Mitchell, president board of Peoria, Ill., resigned in September from that body. Dr. Mitchell had been a member of the board for ten consecutive years and had served his fourth term as president. High standards, efficiency and discipline marked all his policies and he possessed the attributes of courage and conviction which have become rare qualities in public service. Under his direction the schools advanced in the esteem of educators, boss politics was successfully combatted, and a new standard for teachers and pupils was inaugurated. Dr. Mitchell was considered the dominating influence in all the deliberations of the board and enjoyed the confidence of the

-Detroit, Mich. Faulty estimates on attendance have been blamed for the erection of costly and useless structures erected in the city, according to Mr. John S. Hall of the school board. It is charged that the statistical department in submitting attendance figures recommended additions and new buildings in sections where the population is decreasing and in other sections reduced the accommodations where the indications pointed to increasing population. At the Cass Technical High School accommodations were provided for 3,800 pupils, while the attendance has decreased from 1,700 to 1,469. An auditorium to accommodate three thousand has been provided, while the capacity of the structure is about twice the number of pupils which attend sessions.

It is the contention of the school board mem-bers that millions of dollars might be saved the city through a careful study of census records school population figures.

-Vigorous opposition to any reductions in the salaries of 200 clerks and other employees of the business department of the Cleveland schools is expected. The report of the municipal research bureau proposing a downward revision of salaries has been referred to the committee on business management, which is not a unity on the necessity or the justice of the reductions. It is pointed out that the decreases are so insignificant as to aggravate those who

submit to them, without effecting any real saving to the board or the taxpayers.

—Woonsocket, R. I. The first step toward heating the schools by oil has been taken by the board with the award of a contract for an oil-burning system in one of the schools. The in one Aetna system will also be introduced in one These two systems will be operated as experiments this year and the most acceptable will be finally adopted for all the buildings of the city.

-Minneapolis, Minn. The school board has increased the tuition charge for elementary pupils from \$20 to \$30. It was ordered that the same exceptions and allowances in force under the old rule be allowed and granted under the new schedule of charges.

-Boston, Mass. An additional week has been introduced in the school year. An order has been issued designating the Wednesday fol-lowing the first Monday in September as the beginning of the school year.

-Indianapolis, Ind. Supt. E. U. Graff re-cently ordered the detachment of two pages of advertisements appearing in the art textbooks used in the schools. The board has expressed its disapproval of the policy of publishing firms in inserting advertisements of a commercial nature in textbooks.

—Mendota, Ill. The board has prohibited artificial complexion beautifiers in classrooms.

—Miss Fern Shannon has been appointed storekeeper and secretary to the superintendent of schools at Spencer, Ia. The storekeeper has charge of the cataloguing and sale of textbooks, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and also the sale of tablets, pencils, pens, ink, and tablets, pencils, pens, ink, and tablets, pencils, and tablets, pencils drawing paper and other articles used in the

-State Supt. John Callahan of Wisconsin, in a recent statement, holds that the resignation in a recent statement, holds that the resignation of a member of a school board must be presented to the mayor of the town or city in which the board is located in order to become effective. According to the decision, a member of the Portage City school board who handed his resignation to the president of the board is still in office. The resignation goes into effect only when it is given to the mayor. The vacancy must be filled by the mayor and approved by the city council.

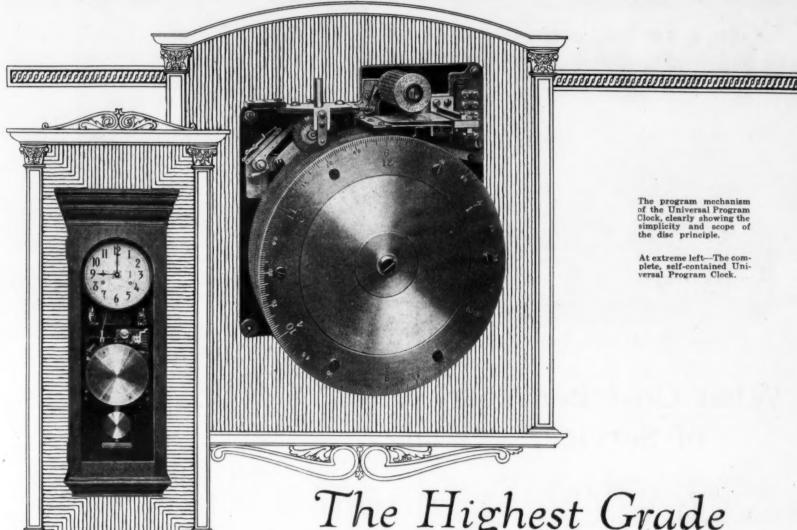
by the city council.

—Manchester, Ia. The directors of the Manchester school district recently appealed from the decision of the Delaware District Court, in its suit to enforce a penalty clause against a teacher who "jumped her contract" to teach.

The contract which the teacher signed con-tined a clause guaranteeing the fulfillment of the contract, and in default thereof to forfeit the sum of \$200 as liquidated damages to the school board. Suit was brought by the board to recover the \$200 as liquidated damages but the court held that the directors could not enforce the penalty clause and rendered a decision in favor of the teacher.

The purpose of the penalty clause in the contract was to eliminate "contract jumping" teachers who had caused the board considerable

trouble in past years.



The program mechanism of the Universal Program Clock, clearly showing the simplicity and scope of the disc principle.

At extreme left—The com-plete, self-contained Uni-versal Program Clock.

# The Highest Grade Program Clock Obtainable



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N scope of service, and in quality and simplicity, the International self-contained universal program clock is in a class by itself.

Its superiority is largely due to its disc principle, which gives almost unlimited flexibility, with the added advantage of extremely simple adjustments.

Note the simplicity of the program mechanism shown in the illustration. While strikingly free from complications, it fills the most exacting requirements as to frequency of signals and number of schedules to be handled. Any number of bells or signals can be operated with any desired combination of schedules.

With this device frequent changes in schedules are easily and rapidly made when necessary. No experience is needed. There is no bother or delay, and reliability is assured.

The universal program clock is a unit of the complete International line of Electric Time Systems for schools, colleges and similar institutions. Included in the line are the Wheel Type Program Clock and other program devices for handling simple schedules, an extensive assortment of reliable and handsome Master Clocks and Secondary Clocks, and a full range of distribution cabinets and incidental equipment.

We furnish all necessary bells if desired, or an International system can be installed to operate the present signal equipment.

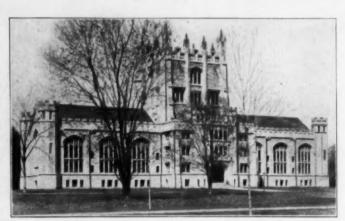
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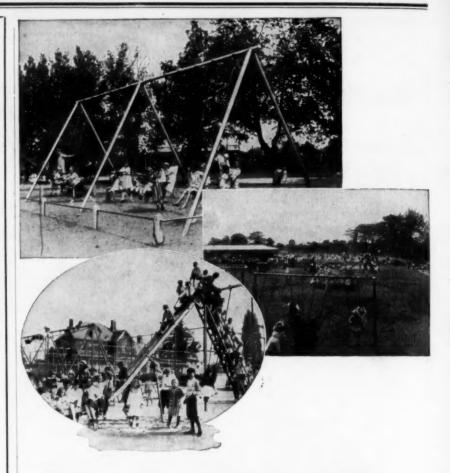
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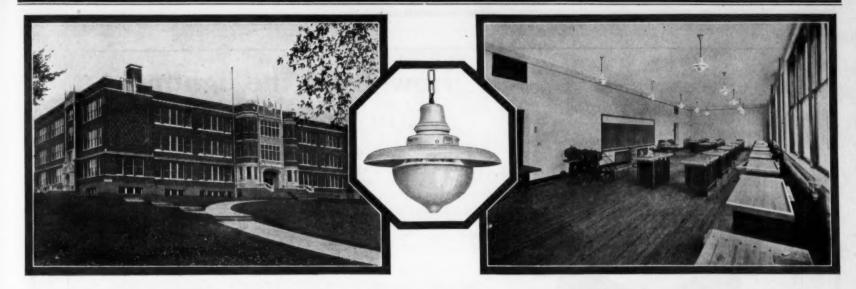
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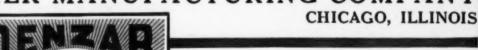
The illustrations above show the exterior and the manual training room of the McKinley High School at Cedar Rapids,

Iowa. One hundred and twenty-four Junior Denzars and other Beardslee lighting equipment were installed in this building by the Cole Bros. Electric Company of Waterloo. The architect was Bert Rugh of Cedar Rapids.

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#### ADMINISTRATION OF AKRON, OHIO, SCHOOLS.

The board of education of Akron, Ohio, makes public the functions of the several school heads in the following terse statement:

#### Superintendent of Schools.

Superintendent Carroll R. Reed is the executive officer of the Board of Education. The following matters are handled in the Superintendent's office:

- Establishment and changing of the boun-
- daries of school districts.

  All special permits for children to attend schools outside of the district.

  The nomination, assignment, transfer, of all teachers, principals and supervisors.
- All matters pertaining to the course of study or adoption of textbooks for the grades and high schools, and general supervision of instruction.
- The assignment of substitutes whenever teachers are absent, both in grades and high schools.
- The distribution and record of textbooks and supplementary books.
- Certification of teachers
- Collection of material for and printing of annual report
- 9. All correspondence concerning the application of teachers and investigation of records of candidates.
- 10. Development of continuous building program.
- Approval of all expenditures Assistant Superintendent of Schools.

Mr. Frank D. McElroy is the Assistant Superintendent of Schools. The following matters are handled in his office:

- Business affairs of the Board, including the supervision of the clerks of the Board office.
- General supervision of the keeping of the
- records of the Board, payroll, and purchase of books and supplies.

  General supervision of all repairs to buildings and grounds through the Department of Maintenance.
- The construction and alteration of build-ings in accordance with the plans ap-proved by the Board.
- Custody of all property owned or borrowed by the Board.
- All matters pertaining to the rental of buildings for community purposes.
- Supervision of the stock room and distribution of the various books and supplies
- to the schools.

  Supervision of instruction in high schools and junior high school grades.

#### Clerk-Treasurer.

- Miss Irene Moses is clerk-treasurer:
- Miss Moses keeps the books of the Board of Education, has general charge of the funds, and is responsible for financial reports.
- She acts as clerk at the meetings of the Board of Education.

#### School Architect.

- Mr. M. M. Konarski is school architect:
- The school architect is directly responsible to the Assistant Superintendent for the supervision of all new buildings.
- Makes drawings and specifications of nev buildings and such repairs on old build-ings as are of such nature that the Board requests special drawings.
- Superintendent of Maintenand Mr. Ross Lechner is superintendent of maintenance. The following matters are handled in
- his office: Is responsible to the Assistant Superintendent for the making of repairs and
- alterations to school property.

  For the operation of all heating and ventilating plants.
- For the cleaning of all buildings by the janitor forces.

- Directly in charge of the school custodians. Director of Research.
- Mr. A. O. Heck is director of research:
- 1. This office shall have as its aim the supervision and improvement of instruction in the elementary grades through the use of standardized tests.
- The program for the present year includes the giving of achievement tests in arithmetic, spelling, and reading, four times during the year or at the beginning and end of each semester.
- This office also gives tests for the re-grading of schools where the principals desire such organization.
- Intelligence tests are given to all first grade children and all children in the eighth grade who are about to enter high school. These tests are used in the classification of children and for the assistance of teachers in determining class progress, and for the assistance of boys and girls who are doing poorly in their work.
- This office shall also make a study of the children in the Akron schools on the basis of age, grade, and progress, the same being reported to the Superintendent for his use in supervising and organizing new schools.
- All special classes for sub-normal children shall be under the direct supervision of this office. Miss Hansen, who is supervisor of these classes, is directly responsible for all individual tests where the Binet Simon or tests of like nature are used.
- Director of Attendance and Part-time Education. Mr. Waterhouse is the director of ment. The following matters are handled in his
- office: Has charge of the school census, both the enumeration and filing, necessary to keep it up to date.
- Issue work certificates and the supervision of the attendance officers.
  - Administration and supervision of the courses of study of the Continuation School.



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Is it sufficient in both quantity and quality? Is it properly toned and correctly distributed? Is there an absence of glare? If your school is the average one, built before the days of modern fixtures, it probably is poorly and insufficiently lighted. No doubt you have been aware of the fact for years. Possibly you plan installing modern lights during the summer vacation. If so, have you considered the Four-In-One Light?

The Four-In-One is the ideal light for schools. Perfect light distribution results from the application of the latest principles of design-no glare, no shadows, just a diffused

The Four-In-One is unusually efficient because it is so scientifically constructed that no ray of light is lost. Its light source is the Mazda "C" lamp, the most economical light known. It is bug-proof and dust-proof, which guarantees full lighting value at all times and also saves in upkeep.

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Has charge of the pre-vocational work by the boys in grades seven and eight, and in the domestic science and domestic art for the girls in these grades.

All reports from principals having to do with enrollment and attendance.

#### AMONG SUPERINTENDENTS.

Superintendent L. L. Caldwell of the Hammond, Ind., schools sends out to his teachers each week an inspiring bulletin. Thus far this season he has discussed safety, health, educa-tion, fundamentals in teaching, professional reading, etc., etc.

—O. J. Mathis, superintendent of the Desloge, Mo., schools, was elected president of the Southeast Missouri Teachers' Association. Charles Banks, superintendent of the Kirksville schools, was elected president of the Northeast Missouri Teachers' Association. W. W. Earnest was elected president of the Eastern Illinois Teachers' Association.

Teachers' Association.

—State Superintendent Sam A. Baker has been elected president of the Missouri State Teachers' Association. The story of his life has been compared with that of Abraham Lincoln. The scene of beginnings and early struggles, include the one room country school, a country store, lumber camp, railroad district and a store, lumber camp, railroad district and a splendid fight for an education.

—The National League of Compulsory Education has reelected Dr. Arthur F. Lederle of

Detroit, Mich., as its president.

—Superintendent L. W. Miller of Dixon was elected president of the Northern Illinois Teachers' Association. Miss Clara Ryan of Freeport

was made secretary.

-New York, N. Y. The board of education has asked the superintendent of schools and the board of superintendents to begin immediately a study of the larger educational problems. Included among them are the organization of all-year schools, the regrading of pupils so that

the bright may not be retarded, the raising of the standard of evening school teaching, and more effective organization of continuation schools, and more intensive adult education.

Chairman Arthur S. Somers of the budget committee, in a special report to the board, has committee, in a special report to the board, has pointed out that the large demand from pupils for vacation schooling, and the large percentage of day school teachers who teach during the summer disproves the old theory that schools cannot be conducted during the summer months. It has made advisable consideration of whether some types of all-year schools should not be organized and teachers required to serve not be organized and teachers required to serve in rotation, as needed, without extra compensa-

It has been found that the retardation of pupils is astonishingly large and opportunities for advancement of zealous and capable students inadequate. A more direct and comprehensive policy of regrading pupils is clearly needed. By moving pupils through the schools more quickly it would relieve congestion. The more quickly it would relieve congestion. The regrading of pupils would be made upon the basis of teachers' knowledge gained by daily contact in classwork.

—Practically half of the pupils enrolled in the elementary schools of New York City have failed to make normal progress through the grades, according to Supt. Wm. L. Ettinger, who has placed considerable emphasis on this condition in his conference with the supervising staff at which he urged them to study ways and

means of regrading best calculated to fit the individual needs of the pupils.

A special study of the age-grade progress of pupils revealed that normal age does not always mean normal progress and that under-age does not always mean accelerated progress. It is obvious that age-grade statistics as a measure of the effectiveness of work must be supplemented by progress statistics.

The study revealed little to justify the tra-ditional assumption that in dividing the ele-mentary curriculum into sixteen equal parts, term's work, the average uniform ability of the great majority of pupils will enable them to advance or to progress from term to term without appreciable loss.

Of the 710,653 pupils on register in the regular grades, in February last, 85,938, or 12.1

per cent, had made rapid progress; 297,821, or 41.9 per cent, had made normal progress, and 326,894, or 46 per cent, had made slow progress. Of the total enrollment, 8.2 per cent of all the pupils were accelerated one term; 2.5 per cent of all the pupils were accelerated two terms; 0.8 per cent of all pupils were accelerated three terms; 0.3 per cent were accelerated four terms, and 0.3 per cent were five or more terms advanced.

It was also found that 20.4 per cent of all pupils were retarded one term; 10.8 per cent were retarded two terms; 6.5 per cent were re-tarded three terms; 3.7 per cent were retarded four terms; 2.2 per cent were retarded five terms, and 2.3 per cent were retarded six or more terms. more terms.

—Superintendent W. E. Baker of Englewood, a suburb of Denver, Colo., introduced the intelligence test last year and this year he has a number of teachers who can administer the tests. The classification of pupils is based on the results of intelligence and educational tests and teachers' estimates.

—Supt. T. J. Knapp of Highland Park, Mich., has each year some kind of a professional class in operation. This year he is conducting a study in supervision. All principals and supervisors attend. The first subject taken up was the elementary course of study.

-New Haven, Conn. Following a spirited public hearing, the board of education has voted to continue the school dances which were re-cently criticized as detrimental to the moral welfare of the young people who attended.

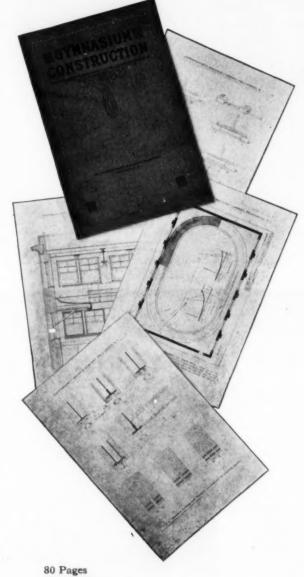
—The school board of Cleveland, O., faces a reduction of \$800,000 in its budget and a possible curtailment of certain activities because of a decreased income. Reduction of the tax duplicate due to financial depression has been given as the cause of the reduction.

-Beggs, Okla. The budget of the board has been reduced from \$47,000 to \$39,000, making necessary a reduction in teachers' salaries and the elimination of a truant officer and school nurse. The funds available make no provision for new equipment and will cover only the necessities for running the schools during the



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ALUNDUM SAFETY AGGRE-GATE TILE makes an attractive flooring and is furnished in combinations of colors which will harmonize with the surroundings. This is an extremely attractive tile made of marble chips and Alundum Safety Aggregates bonded with cement. It is used for entrances and corridors.

It is a beautiful, slip-proof, durable floor-a safety floor that can be kept clean. Special borders, bases and stair treads can be made according to the architect's direction. Pre-cast Alundum Safety Aggregate Treads are furnished to match the floor tile.

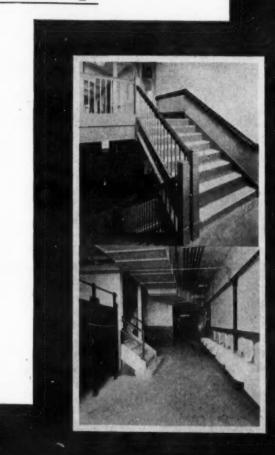
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# School Cafeteria Equipment A Specialty of Van's

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MENTAL TESTS HELP HIGH SCHOOL PUPILS.

One of the important problems facing the high schools of New York is that of compulsory high school training for pupils coming under the provisions of the compulsory education law. As a result, more and more boys and girls are pushed into an environment for which they are unprepared and which they find difficult to meet. For some, the attempt is impossible and for others it is possible only after enormous expenditure of time and effort.

The solution of the problem has been rendered more difficult by the extraordinary increase in school registers. Some of the biggest schools have undertaken to work out a solution. The Washington Irving high school has called in the aid of psychologists and has tried intelligence tests and individual psychological tests of problem cases. The results have been used to aid in diagnosis of individual needs and in determining

what guidance should be offered.

In a study conducted last year intelligence tests were given to approximately 2,000 entering students. The results were used as a basis for initial grouping of students. In addition an individual psychological examination was given to 143 girls who were problem cases Seventy of these were first-term girls and 67 were in the

higher grades. It is interesting to find that a considerable number of girls had gone through the elemen-tary course and had entered high school al-though they were below average in general intelligence; 108 of the 143, or 76 per cent, were in the group whose dullness makes adaptation to the high school environment difficult or impos-sible for them. In three cases, the girls were

fairly successful in their classes but only after excessive industry.

The individual psychological examinations re-The individual psychological examinations revealed among the 143 girls 54 borderline cases, girls barely above the group of lowest intelligence. The intelligence quotients ranged from 70 to 79, whereas an I. Q. of 80 to 89 is classified as "dull normal." There were sixteen girls who scored below 69 and five of these were in classes above the first year.

A study of typical cases revealed that the girl of superior intelligence should be encouraged to prepare for college; that when a girl has average intelligence, she can be aroused to a feeling of pride that will stimulate her to suc-cess in commercial work; that for the dull, normal, or low average group, completion of the academic course is very difficult, and success in college impossible; that in the borderline group there are girls with constructive and artistic ability who can succeed with handwork, though they will probably fail in abstract subjects or pass them only with great difficulty; and that for the high-grade feeble-minded or moron group, the high school can do almost nothing. These last are the victims of our benevolent educational system, which pushes them on into an environment where they cannot succeed.

It has been found that though a reliable I. Q. indicating the pupils' level of general intelligence is the most important factor in predicting success in school subjects, and though the I. Q. is a very important factor in deciding what guidance should be given in any case, it is not the sole factor to be considered. Other factors are health, home conditions, tastes, ambitions,

temperament and character.

Among 204 girls given individual psycholog. ical examinations by the Terman examinations by the Terman test at Washington Irving high school (61 last year and 143 this year), in most cases the school success and the I. Q. agree. A few exceptions have been found both of those who do work above the ability in-

dicated by the I. Q. and below it.

Following these examinations, the Washington Irving high school has undertaken to guide the students into courses where they can do the most satisfactory work or to endeavor to fit courses to their individual needs. An effort has been made in every case to advise the girl so that she may get the most possible from attendance at high school, whether she stays four years or only a few months; to encourage her to use as much intelligence as she has; and to have patience with her limitations.

Certain definite conclusions have been reached as a result of these experiments. One is that there is great need of psychologists to work not only in high schools but also in elementary schools. The I. Q. has been found to afford the best basis for prediction of educational achievement that is now available. Further research may establish the minimum levels for intelligence usually necessary for success in the differ-ent high school courses. Too little research has been done yet to enable us to speak in any but the most general terms. The I. Q. is of great help in understanding the pupils, particularly those who do better work or poorer work than the I. Q.'s would lead the teacher to expect them to do.

The Canton Evening Schools.
The Canton, O., School Board has published posters announcing the opening of the evening schools in five foreign languages, Italian, Span-ish, Russian, Turkish and Polish. The course provides the following studies:

Industrial Subjects: Acetylene welding, algebra, applied arts, architectural drawing, automobile construction, automobile lectures, blue print reading, cabinet making, cooking and dietetics, dressmaking, electricity I and II, freehand drawing, geometry, machine shop, machine design, mechanical drawing, mechanics, metal-lurgy, millinery, operative engineering, plain sewing, reed and raphia work, plan reading, sheet metal, shop arithmetic, pattern making, printing, trigonometry.

Americanization Subjects: (a) Beginning

Americanization Subjects: (a) Beginning English, (b) intermediate English, (c) advanced English, (d) citizenship, (naturalization papers).

Academic Subjects: Accounting, bookkeeping, C. P. A. (Sherwood), commercial arithmetic, commercial English, commercial law, chemistry, chorus, French, gymnasium, high school English, orchestra, psychology, salesmanship, shorthand, spelling, Spanish, typewriting, writing.

# Has a Lack of Funds Closed Schools?

The Answer as Supplied by the Several State Superintendents of Instruction.

From time to time it is found necessary to puncture unfounded statements regarding the conditions of the schools of the country. The agitator senses a crisis every now and then and predicts that the American system of popular education is going straight to the dogs. A few years ago it was claimed by a species of professional platform orators that thousands of schools would be closed for lack of teachers. Now they hold that the lack of funds is closing them all over the country.

Inquiry into this claim has brought out statements from those best able to make them, the superintendents of public instruction in the various states. Let them speak, and hear what they say:

Alabama: No schools in this state have been or will be closed on account of an emergency in the shortage of funds.

It is true that we have many counties in which the total amount of school funds raised provides for a term all too short, but so far as the funds provided go we shall be able to maintain schools throughout the state for a length of time in keeping with what has been the practice in the past. In fact, it may be possible that in some counties a slightly longer term will be had.—John W. Abercrombie, Superintendent.

Arizona: This office has not been informed of

Arizona: This office has not been informed of any vacancies in the schools of the state because of shortage of funds or lack of teachers, if there are such. Each one-teacher school receives \$1500 now, so there should be no shortage of funds in any of our districts. While we have been experiencing some difficulty in filling vacancies in the extremely isolated communites of the state, I do not believe that there is a single vacancy at the present time.—Helen S. Benedict, Assistant Superintendent.

California: In general, schools are not closed in California on account of lack of funds. Occasionally, we have a board of school trustees that wishes to expend a lot of money or pay too large salaries and the funds run short before the close of the year; but the state and the county give sufficient funds to keep the schools open at least one hundred and sixty days for actual school work during the year and the district must have this number of days of actual teaching or get no money for the next year.

I think we have but one or two districts in the state lacking teachers. A report from Mono and Modoc Counties showed that one school in each was not open, but I think they will be before long. These schools are difficult of access and there is considerable expense in travelling to get there. I am inclosing a clipping showing the constitutional amendment, which the people of the state adopted in 1920 by a majority of 245,000, regarding the school fund. You will see by this why we do not lack funds.—Job Wood, Jr., Deputy Superintendent of Public Instruction.

Connecticut: I find that there are no cases on record in this state where schools have been closed because of a shortage of funds, a lack of teachers, or other reasons.—A. B. Meredith, Commissioner of Education.

Commissioner of Education.

Delaware: No such cases as closing of schools for lack of funds or any other reason are known in Delaware.—H. V. Holloway, State Superintendent.

Florida: I have really learned of but one school in Florida that has been closed this year for lack of school funds, but I am not sure that this one was closed entirely for that reason. I have no reason to believe that many schools in this state will be closed for lack of money to maintain them.—W. S. Cawthon, State Superintendent.

Illinois: I know of but one district where schools have been closed temporarily because of a shortage of funds. The defeat of a bond issue to refund outstanding orders issued for the wages of teachers was the cause of the suspension.—Francis G. Blair, State Superintendent.

Indiana: I know of no schools in Indiana which have been closed for want of public funds.
B. J. Burris, State Superintendent.
Iowa: There may be some districts in this

state that are hard pressed for funds, but we have no record of any school in this state either being closed for want of funds or for lack of teachers. Apparently there is no shortage of teachers at the present time.—P. E. McClenahan, State Superintendent.

Kansas: There is not a school in Kansas closed for want of adequate funds, and never has been since I can remember. We have a compulsory school law which compels school boards to maintain school during the compulsory school term, and appropriations to aid weak districts. Therefore Kansas could never have such a condition as you name because the state aid could be used, and it would be absolutely necessary to maintain the minimum term of school in every school district in Kansas.—Lorraine E. Wooster, State Superintendent.

Kentucky: None of the schools of this state have closed so early in the season as this for want of funds with which to continue in operation.—Geo. Colvin, State Superintendent.

Louisiana: I beg to advise that I know of no public schools in Louisiana which have been closed this session for want of adequate funds, lack of teachers, or other causes.—T. H. Harris, State Superintendent.

Maine: All of the schools in the state of Maine are open this year and most of them under very much improved conditions. There have been no recessions to speak of in the state in the way of school support. The people are holding up to the high level recently attained. We have also made a fine come-back on teacher training and have a better supply of teachers than ever. Our attendance in the normal schools this year is 46% increase over the last normal year before the war.

In only two or three towns has there been a tendency to slip back in the way of school support. The last legislature gave us a fine state state plus 6% of the permanent school fund school fund law which is three and one-third mills on the dollar of the total valuation of the

plus one-half the taxes on banks and savings companies. This has been a very great encouragement to the towns. We also have \$100,000 with which to help towns which are hard pressed. This is in the hands of the state superintendent of schools for distribution. In addition to this the legislature gave us a definite amount with which to encourage progressive educational movements.—Augustus O. Thomas, State Superintendent.

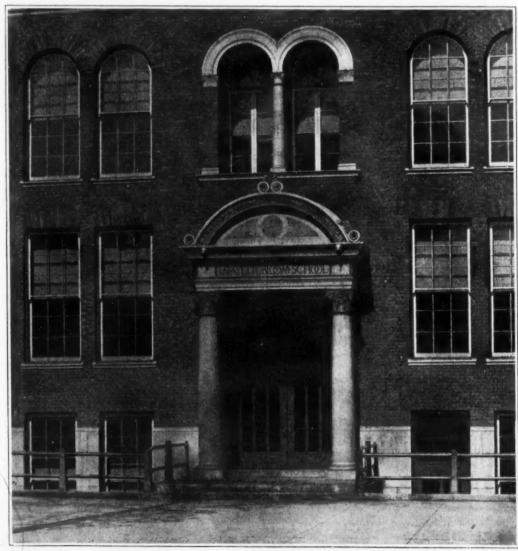
Maryland: No schools in Maryland have been closed because of lack of funds, and we have a better supply of teachers this year than ever before, partly in consequence of the minimum salary increases provided by the legislature of 1922, and partly because of the equalization fund granted fifteen of the twenty-three counties of the state, whereby the legal tax rate in any county for school maintenance, need not exceed 67 cents on \$100, in order to carry the state program of 1922-1923.—Albert S. Cook, State Superintendent.

Massachusetts: Relative to the closing of schools for want of adequate funds, so far as I am able to determine, no such action has been taken by any of the local school authorities in Massachusetts.—Burr F. Jones, Supervisor of Elementary Education.

Michigan: We do not have a record of schools that have been closed because of shortage of funds, lack of teachers or other causes. There may be occasionally a school of this nature that is located in some new and undeveloped portion of the state, but as a rule the closing of school for these causes would not be general in Michigan.—Wilford L. Coffey, Deputy State Superintendent.

Minnesota: No schools in this state have been closed because of the shortage of funds, lack of teachers or other causes relating to finances or the supply of teachers.—P. C. Tonning, Deputy Commissioner.

(Continued on Page 85)



LAFAYETTE BLOOM JUNIOR HIGH SCHOOL, CINCINNATI, O.



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(Continued from Page 82)

Mississippi: No schools have been closed in Mississippi within recent years for want of funds. Just at the present time our people show more interest in the schools than there has ever been.—W. F. Bond, State Superintendent. Missouri: No schools in this state are compelled to close because of a lack of funds.

Missouri: No schools in this state are compelled to close because of a lack of funds. In most districts we now have sufficient funds to maintain a good school, and in many places the districts have a large surplus.—Sam A. Baker, State Superintendent.

Montana: Regarding the closing of schools because of shortage of funds, I will state in reply that we have a number of such schools in this state. We also have schools in remote rural localities which have not opened because of inability to secure a teacher for a short term. The action taken by our department has been the advocacy of increased state support for public school education. As long as fifty-one of our fifty-three counties adhere to the district system, we shall continue to have great inequalities in taxes imposed and in opportunities offered children. Three of our counties which have adopted the county unit plan of school administration are offering a nine months' term for all their children.—May Trumper, State Superintendent.

Nebraska. Some of the schools in Nebraska have suffered as a result of the failure of the people to pay their taxes. However, this condition has not been serious in Nebraska. One large consolidated school last year found it necessary to abandon the high school for the last few months of the school year. This, however, was only an individual case and the schools in general were able to complete the full term as voted at the beginning of the school year. This year the collection of taxes is much easier and the schools will not be embarrassed in any way as a result of shortage of funds.—John Speedie, Deputy State Superintendent.

New Jersey: I do not know of any schools that have been closed in New Jersey for want of adequate funds. I am quite sure there are none.

—John Enright, Commissioner of Education.

New Hampshire: No schools have been closed or children deprived of education because of

financial stringency. The state in its school laws makes provision for the equalization of school opportunities by the payment of equalized state aid to the poorer sections of the state.— E. W. Butterfield, Commissioner of Education.

New York. I do not know of any case in this state where a school in a district has been closed because of shortage of funds. It may occasionally occur that a school is closed because a teacher has resigned or it has been impossible to find a teacher. Such cases are only temporary, because under our method of supervision district superintendents are required to use every effort to obtain licensed teachers. It occurs often that a district finds it more advantageous or cheaper to close its schools and contract with another district for the instruction of its pupils. There have been on an average about eight hundred of such districts each year for the last few years.

If a district does not maintain a school for the required 180 days it does not participate in the apportionment of public money. If a trustee fails to hire a teacher and open school, the commissioner of education would have power to proceed in the courts to compel the opening and maintenance of the school or the providing for the instruction of the children of the district in the schools of an adjoining district. If for a sufficient reason, as for instance inadequate financial resources, the district was unable to open and maintain a school, the commissioner of education would have the power to direct the district superintendent to dissolve the district and annex its territory to an adjoining district, so that provision might be made for the education of the children of the district. I have known of no cases in the last ten years where such action was required by the commissioner of education.—Frank B. Gilbert, Deputy Commissioner.

North Carolina: No schools in this state have been closed this year because of a lack of adequate funds.—W. H. Pittman, Secretary.

North Dakota: We have no cases in our state where our schools have been closed on account of shortage of funds or lack of teachers. Our schools have come through the recent crisis in a very satisfactory manner and at present our financial conditions are improving rapidly

and our supply of teachers is equal to the demand. All our schools are now in session and we anticipate a good school year.—Minnie J. Nielson, State Superintendent.

Ohio: No schools in Ohio have been closed this year due to a shortage of funds, lack of teachers, or other causes. One township in a southern county will not open its schools until after the November election. This course is being followed as a desperate means of driving home to the voters the urgent need of their voting for an additional levy of three mills.—W. B. Bliss, Assistant Director.

Oklahoma: There are many schools in Oklahoma that will be handicapped for want of funds. This department is preparing a report on that subject for the use of the legislature which will be ready in some thirty to sixty days.—R. H. Wilson, State Superintendent.

Oregon: In so far as this department has been advised there are no schools in Oregon that are without funds and unable to carry on their work.—J. A. Churchill, State Superintendent.

Pennsylvania: I frequently see items in the newspapers about schools closing in certain parts of our state because of the want of funds to meet current expenses. However, so far, not a single school has been closed this year. One or two were closed last spring, but the closing of such schools might have been avoided by proper management on the part of the boards of directors. The embarrassment which we have had in this state is due to the failure of the state to pay its appropriations for education at the time they are due. For years, the state has been about six months behind in the payment of school funds. During the last year or so there has been considerable protest on the part of local school authorities and we are confident that the general assembly will correct this situation when it convenes in January, 1923.—T. E. Finegan, State Superintendent.

Rhode Island: Report of schools closed for want of funds or shortage of teachers does not apply in Rhode Island. The general assembly increased the state's major appropriation for public schools by 125 per cent at the last session, and town appropriations have been maintained at customary figures or increased. Of course, more money could be spent, but our

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school interests are not suffering for want of money. The acute stage of teacher shortage has passed in Rhode Island, and while the demand for teachers is still insistent, we have not been compelled to close schools. There is a shortage of buildings and seating accommodations due to discontinuance of building programs in war time. Building programs have been resumed, however, and the future is promising. Meanwhile the situation is being met as satisfactorily as it may be by part-time classes.—Walter E. Ranger, Commissioner of Education. South Carolina: During the scholastic year 1921-22 a few schools abbreviated their session.

1921-22 a few schools abbreviated their session in the spring months. This shortening of the term was due to the postponement of taxes and the resulting failure of taxpayers to settle their tax accounts during April, May and June. The abbreviation in a few cases was two weeks, in a few cases four weeks, and in no case more

than eight weeks, and in no case more than eight weeks.

The South Carolina General Assembly postponed tax collections till September 1st. The State Auditor postponed these collections later till October 15th. These uncollected taxes will probably yield about fifty per cent of their face value. The money will hardly become available before the spring of 1923.

The schools were not seriously weakened in any ease by the abbreviation of the session. Ninety per cent of our schools ran the full term planned for the year 1921-22. The most regrettable effect was the salary loss to teachers. This was prospective rather than real, however, because the level in South Carolina directs school because the law in South Carolina directs school officials to shut down their schools whenever the public school revenue is exhausted. All schools are opening on time for the session 1922-23. The popular interest in education is deeper and n heretofore. the boll weevil, however, have reduced the income of our farmers more than sixty per cent. The effect on school revenues for the current session is doubtful. I hope no shortening of the school term will be necessary. I also hope no lowering of teachers' salaries will be insisted upon. The outcome, however, is a matter for the future to determine.—J. E. Swearingen, State Superintendent.
South Dakota: Let me say that the rumor that has reached you regarding the closing of

schools, because of want of adequate funds, does schools, because of want of adequate funds, does not apply to any portion of South Dakota, so far as I am aware. Our farmers have been "hard hit" by the prices of farm products during the past two years, but we still are able to maintain our schools. We increased our compulsory term from seven to eight months in 1921, and so far as I know this is being complied with in all sections of the state.—Fred L. Shaw, State Superintendent.

Tennessee: The schools in Tennessee are run by a county board of education except in cities or independent taxing districts, and since these county boards of education are required under

county boards of education are required under penalty to keep within their budget, we have no trouble in regard to school funds. Tennessee schools will run much longer this year than ever in their history.—A. B. Caldwell, Chief Clerk, Department of Public Instruction.

Texas: No schools have been closed in Texas on account of the lack of funds. The state apportionment of 1920-21 was \$14.50 per capita:

on account of the lack of funds. The state apportionment of 1920-21 was \$14.50 per capita; in 1921-22 it was \$13.00 per capita because the legislature failed to make a special appropriation from the general fund to supplement the state available school fund. I am of the opinion that terms will be shortened in the spring on account of this decrease in the per capita apportionment, but at the present time no schools have been closed on account of lack of funds.—Annie Webb Blanton, State Superintendent.

Utah: A few of the districts in Utah closed their schools a little earlier last year, as to school year, than they otherwise would have done if normal financial conditions had been prevailing. This office advocated staying strictly

vailing. This office advocated staying strictly within the budgets. Outside agencies were demanding a decrease in school expenditures, and nd other number of the schools closed somewhat earlier in the year. This number, however, was comparatively few, and there are no schools closed at the present time for want of funds. At least, if there are any, the number is so few as to be practically negligible. I think it is true that some small schools have been closed, but adjustments have invariably been made to take care of pupils attending those small schools by providing facilities for them to attend adjacent schools. You will likely know that there are

in Utah comparatively few school districts—only 40 including our five cities of the first and only 40 including our five cities of the first and second class. It is possible, therefore, by means of the consolidated organization to close small schools when desirable, providing transportation for the pupils so that they may attend larger schools at near by places.—A. C. Matheson, Assistant State Superintendent.

Vermont: I am pleased to state that as yet no schools in Vermont have been closed because of the lack of funds for the support of the same.

of the lack of funds for the support of the same. There is a shortage of professionally trained teachers. These positions are being filled temporarily by persons to whom permits are issued, either by the local board of school directors or the state board of education. School directors are allowed to issue permits only to those who have completed a four year secondary school course. These are issued for twelve weeks' duration and may be renewed twice. The permits issued by the state department of education are for twelve weeks' duration and may be tion are for twelve weeks' duration and may be renewed several times. However, it is not the policy of the state board of education to make it any easier for a teacher to teach on a permit than on a school board permit.—John D. Whittier, Supervisor of Elementary Schools.

Virginia: We have not yet had reports from many counties that schools will be closed for lack of funds. We have had a few reports, however, which indicate that school terms cannot

ever, which indicate that school terms cannot be much improved and that salaries cannot be materially increased with the present school funds. In a few instances financial shortages may necessitate a briefer term or a decrease in salaries. You realize then that the situation in some of the counties in Virginia is far from encouraging. We are undertaking to do with seventeen and a half million dollars a job which million for efficient operation .- Harris Hart, State Superintendent.

West Virginia: We advise that no such condition as the closing of schools for want of funds exists in West Virginia as funds are adequate for the maintenance of our schools. It is true that in a few instances we have been notified that a few children were not being provided with school facilities. However, this might occur when a board of education, at their meeting in

(Concluded on Page 89)

### GENERAL SESSIONS Note: Will start promptly; will close on time. THURSDAY, NOVEMBER 9th, 8:45 A. M. Main Auditorium Note: A crowded hall encourages the first speaker. Greeting: The Association's New Form; Some Implications—M. C. Potter, Superintendent of Schools, Milwaukee. 15 minutes. President's Address: A Program of Co-opera-tion—Thos, W. Boyce, Milwaukee. 15 minutes. Growth in Service-Frank Cody, City Superintendent of Schools, Detroit. 30 minutes. Community and Group Singing-Conducted by Peter W. Dykema, Chairman, Department of School Music, University of Wisconsin. A mixed choir of music teachers and other members of the Association, led by Edgar V. Gordon, Extension Division, University of Wisconsin, will give two numbers and assist in the Community S ote: The accompaniments will be played on Monogram Plano, the little school instrument made by the Miessner Plano Company, Mil-A Program of Health Education—Caroline Hedger, M. D., Elizabeth McCormick Memorial Fund, Chicago.

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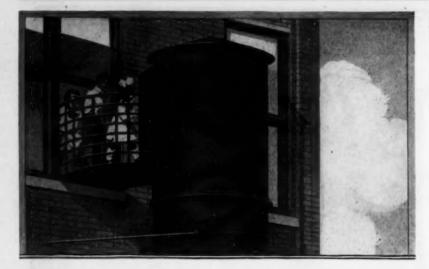


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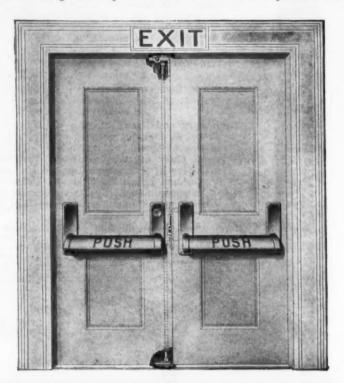
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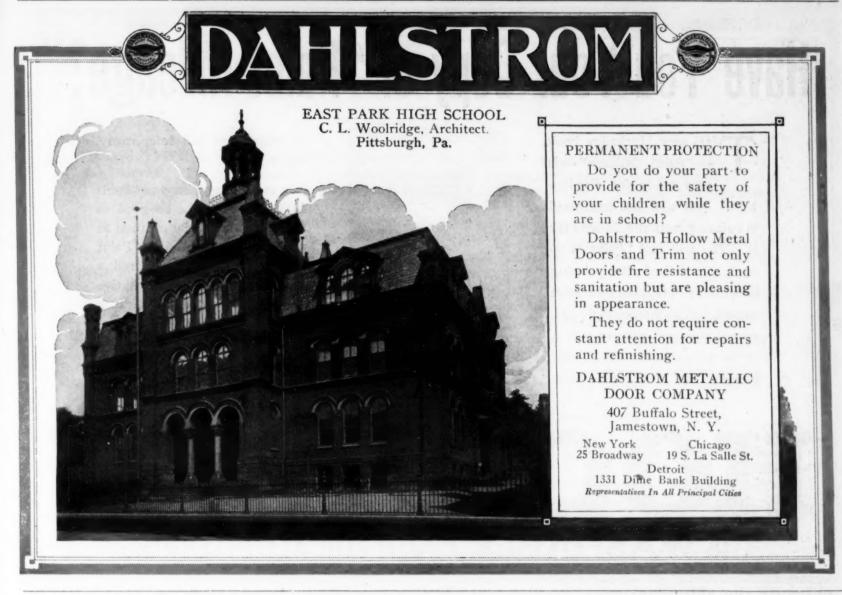
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(Concluded on Page 86)

July, failed to provide a teacher because of the fewness of pupils. We suggest, however, that there is no necessity for this condition to exist in West Virginia, since the last session of the legislature augmented the general school fund by one million dollars additional per year to aid districts of low valuation in maintaining the minimum term of school of 7½ months. Therefore, we can truthfully say that there is no lack of funds in West Virginia for carrying on schools.—J. H. Hickman, Assistant State Superintendent.

Wyoming: So far as I know there are no districts in this state where schools are not in operation on account of lack of funds or shortage of teachers. There are doubtless some isolated rural districts that are not yet operating schools, but state and county aid is practically sufficient to open these schools and the employ-ment bureau of the state department has been able to furnish teachers to all districts asking its assistance. There is no reason for any closed schools in Wyoming this year.—Lewis C. Tidball, Jr., Commissioner of Education.

Wisconsin: Where schools have closed it has wisconsin: Where schools have closed it has usually been on account of the lack of pupils and in such cases the law requires the transportation of any pupils residing in districts which have been closed by vote of the electors to adjoining schools. No special shortage of teachers has been reported in this state with the exceptions of one or two counties which report a small shortage of teachers for rural positions. In many counties there appears to be a small excess of teachers.-John Callahan, State Superintendent.

Porto Rico: No schools in Porto Rico have been closed because of shortage of funds or lack of teachers. Our schools are not opened unless a teacher is provided either by the Insular government or the municipality. It is also the policy of the department of education to open a school only in case a proper equipment can be supplied. If our supervisory force find that any schools have been opened which are not properly equipped they are advised by the department to close such schools.—Gertrude Liggett, Assistant Commissioner.

Alaska: It was not necessary to close any of our schools. In fact, a number of new schools were opened. However, it was necessary for us to shorten the term of twenty-two schools in districts outside incorporated towns for one month in order to have sufficient funds for proper maintenance of the additional schools. The standard length of school term is nine months. Our appropriation year ends on March 31, 1923. There is little doubt but that the legislature will remedy the situation at that time.—Lester D. Henderson, Commissioner of Education.

Idaho: I do not know of any schools in this state that have been closed this year because of shortage of funds. No reports of any such districts have been made to us.—E. E. Redfield, State Superintendent of Public Instruction.

Hawaii: No schools in Hawaii have been closed on account of want of funds, but the schools have been somewhat crippled on account of the lack of sufficient funds for the payment of the salaries of an adequate number of teachers. All teachers in Hawaii are appointed and paid by the Territorial Department of Public Instruction according to a salary schedule pre-pared by the Department and approved by the Governor, etc.—T. H. Gibson, Deputy Superin-



### PUBLIC OWNED TEACHER'S HOMES.

A fairly complete discussion on teacher's homes as owned or controlled by school districts

States Bureau of Education.

The author, J. C. Muerman, explains that the teacher's home, which in some localities is called teacherage, manse or dominage, is the outgrowth of a desire for better living conditions, especially

for those who teach in rural districts. The demand for such homes has been stimulated by the fact that foreign tenant farmers have largely come upon the scene and because of the general housing shortage in the villages. In order to meet the situation school boards

have rented furnished dwellings and have either given them to teachers, rent free, or charged them a nominal monthly rental. This has enabled school authorities in many instances to retain their worth while teachers.

In some states it became necessary to enact laws enabling school boards to build teachers' homes. In Texas, which leads in the number of such homes, it was necessary to secure legis-

of such homes, it was necessary to secure legis-lation before school boards could act in the matter. The state now maintains 567 teachers'

There are such homes now in use in some ten states: Texas, Oklahoma, California, Colorado, Mississippi, Washington, Idaho, North Dakota and Louisiana. These states have about two-thirds of the teachers' homes in the United States. The balance are scattered throughout the country, but principally in the eastern states.

#### Advantages and Disadvantages.

The study also deals with the advantages and disadvantages of the scheme. Those reporting on the subject primarily hold that the teacher's home is the result of a necessity and it also makes for increased efficiency. It gives teachers a freedom and independence not possible in the usual boarding house.

The disadvantages enumerated are to the effect that teachers do not wish to live alone and separated from other classes of people. Nor has it been found that teachers will always dwell

together in harmony.

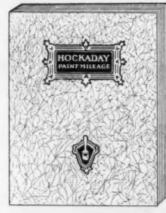
The states having laws permitting the building, owning and controlling of homes for teachers are: Alabama, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Missouri, Nebraska, Nevada, New Mexico, Ohio,

Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Wyoming.

The pamphlet provides floor plans, enumerates equipment, and shows the type of buildings employed for teachers' homes.

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TEACHERS AND ADMINISTRATION.

Grand Junction, Colo. For the present year the teaching staff has been divided into groups for work in educational research. The studies will be directed by the cooperative extension service of the state educational institutions and credit will be given for all work performed by the teachers. Seven groups have been organized to undertake the following lines of study: Physical status, retardation and acceleration, effort and accomplishment quotients, class sizes, classical league investigation, feeble-mindedness and border-line intelligence, vocational preferences of children. About 75 teachers will be engaged in the study of these sev-

eral problems.

—Manchester, N. H. The school board has amended the rule governing teachers' absences.

The rule as amended reads:

"The absence of any teacher for any other cause than sickness or death in the immediate family will cause the total loss of the salary, the same to be figured on the basis of 190 days per annum."

That teachers' salaries are still on the in-

—That teachers' salaries are still on the increase is the recent statement of the Ohio Wesleyan Teachers' Placement Bureau, which has compiled figures for the present year. An average increase of \$83 a year over salaries for 1921-22 is shown by the bureau, while the average salary for the year is \$1,367.

Men' teachers, according to the bureau, are paid on an average \$284 a year more than women, this difference having increased since 1921-22 when it amounted only to an average of \$236 a year.

Beginning teachers going out from Ohio Wesleyan this year draw an average salary of \$1,350, women an average of \$1,270, and men \$1,550. These teachers are of all grades from primary to college instructors and all were graduates or former students of the University.

—New and higher standards for teachers' requirements in the schools of Memphis, Tenn., are intended to raise the efficiency of the school system. Under this plan, new teachers entering the system must have credits for at least two years' normal school or college work in addition to a high school education. Those already employed who are without this training are exempted from the rule. Teachers now in the schools who do not possess certificates of examination must obtain them at the entrance examinations held on specified dates.

-Secretary A. B. Meredith of the Connecticut State Board of Education has rendered an opinion to the effect that no school board can opinion to the effect that no school board can compel a teacher to work on holidays. The decision was given in connection with an action of the school board at Bridgeport, which had voted to open the schools on Thursday, which was a legal holiday, also on Washington's and Lincoln's birthdays. The secretary points out that if a teacher is willing to teach on a holiday, that is a matter for her to decide and is purely a local matter.

—The High School Women's League of Boston, Mass., has begun an intensive campaign in behalf of their plea for equal pay for equal work. The league has distributed letters to the citizens asking them to vote on the equal pay section of the ballot.

—Salaries of teachers in Illinois are steadily mounting according to a table issued by the State Education Department at Springfield. Of the eighty counties reporting on teachers' salaries, the pay of men teachers has been increased in 41 counties, the pay of women teachers in 63 counties, and of all teachers in 62 counties. For the school year 1921-22 Will County paid the highest average salary for all teachers, with an average salary of \$1,569. Lake County was next with an average salary of \$1,533. The largest average percentage increase in all counties from the preceding school year was in Ford County, where from an average of \$808 yearly pay in 1920-21, teachers' pay was raised to \$956 in 1921-22, an average percentage increase of 28.41. Men's salaries were increased from \$884 to \$1,428, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and women's pay from \$796.67 to \$956.41, for an average increase of 61.524 per cent, and average in increase of 20.05 per cent in Ford County.

-Somerville, Mass. The school board has refused to approve a recommendation of the teachers' committee that three married women teachers be employed for the remainder of the school year.

-Michigan City, Ind. The board has adopted a new rule governing married women teachers in the schools. Under the rule, no teacher will be reappointed who marries during the school term or during vacation time. A rule adopted last summer provides that no married women will receive appointment in the schools. These rules do not affect the married teachers who were employed before the new rules were made.

-St. Louis, Mo. Because of a shortage in elementary teachers, the school board has found it necessary to employ as substitutes former teachers who are now married. Such teachers are placed on the substitute list at the salary of the year of the schedule which they last enjoyed.

-The Oakland Teachers' Association contains approximately 1,300 members who stand for professional organization, professional study and advancement, and professional wage. The largest problems of the school system are discussed in this organization. Some new ideas here; some new ideas mellow here; all new ideas are sifted here.

-Robert C. Moore, secretary of the Illinois State Teachers' Association, says that teachers' salaries in the state of Illinois have increased 94 per cent in eight years and are now 32 per cent more than the cost of living. Salaries, he says, began to gain on the cost of living between 1913 and 1915, in which year the cost of living again passed the salaries and this con-dition continued until some time in 1920, when the salaries again took the lead. As he puts it: "In 1913 teachers had 100 cents to purchase every 100 cents worth of the cost of living. Now they have 194 cents for every 147 cents worth of the cost of living. Therefore, they are paid 32 per cent more than the cost of living and you may say that their financial condition has improved 32 per cent."

—Lexington, Mass. The school board has adopted a salary schedule for the elementary grades and high school. In the schedule credit is allowed for experience and other school systems. New teachers are not engaged at the maximum salaries. The schedule is as follows:

Elementary Grades—First year, \$1,000; second year, \$1,100; third year, \$1,200; fourth year, \$1,300; fifth year, \$1,400; sixth year, \$1,500

Shado; fifth year, \$1,400; sixth year, \$1,500.

High School—First year, \$1,200; second year, \$1,300; third year, \$1,400; fourth year, \$1,500; fifth year, \$1,600; sixth year, \$1,700; seventh

—Seattle, Wash. The board has adopted a recommendation of the superintendent providing that teachers of manual training and home economics who divide their time between different schools, be given an allowance of \$5 monthly to cover transportation expenses made necessary in the discharge of their duties.

# ADVERTISING

By DR. FRANK CRANE

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It is because, in advertising, business becomes vocal. When, in the course of evolution, the animal acquired speech and became able to utter himself, he had made the longest stride in development. He had stepped from brute to man.

The human soul dates back to the first word. "In the beginning was the Word."

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Business, including manufacturing, farming, transportation, and selling, is to the new world what fighting was to the old. The old world organized only to kill, and its genius was displayed by great generals. Its heroes were the mighty killers. To them it set up its statues.

The new world, typified by, led by America, is

organized to serve, to make human life richer, deeper, stronger, more complex and heterogeneous.

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Without Advertising Comes Decay and Death. Nations need advertising. If they would advertise they would prevent war. War is the self-expression of dumb brute force. Advertising is the selfexpresion of intelligent strength that knows how to speak.

It is the something plus in advertising that is significant. It is this something plus that makes advertising to business what art is to handiwork, what music is to feeling, what language is to the soul.

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### Some Parents I Have Known

Robert Remus.

The last time we saw that old white nag coming into our dooryard was ten years ago, yet we can still vividly see that old white nag approaching. It belonged to Mrs. T. who was the wife of a thrifty farmer in my district. She was the mother of John Henry. There were other children, but it is sufficient to know that she was John Henry's mother. He was a spoiled "kid." No brotherless and sisterless child was half so spoiled as he. In her younger days Mrs. T. had been a teacher, and she knew more about schools than all the teachers put together with the superintendent thrown in for good measure.

One day the old white nag brought her over to tell me that the spelling books were no good, and she proposed to change them by purchasing new ones to take their place, which of course I refused to agree to. On another occasion she followed along after me as I came from visiting John Henry's school. I went to a store kept by one of the school committee men, and she followed in after me. As soon as we were nicely inside she said in a voice so all could hear, "That teacher is no good. My boy has not been taught a thing." She paused long enough to get her breath and continued: "I visited the school a week ago, and told her how to teach and since then my boy has learned a great deal." was the climax of that particular confab. After she left the committee man said to me: "Why dont you hire that woman to go around to all your schools and tell the teachers how to do it?"

Mrs. T. was so impossible that she did not cause many gray hairs to come, but she and the old white nag were a source of continual pestering, and my good wife hated to see her coming even worse than I did.

Dr. R. was very hot tempered and had a childish imagination that played havoc with him.
Something imaginary would come up and he
would rush to the telephone, and proceed to
blow me up, using all the bad words in the
English language to make it good and strong.
He would accuse the of standing up for the
teacher, which was true enough. Now the only
thing about the little doctor, which I really did
not like, was that every time he would have his
say, over the telephone, and then he would hang
up the receiver before I could get a chance to
talk back to him. This particular type of one-

sided combat never left me in a pleasant frame of mind.

Mr. G. is a man whose head tilts back 45 degrees so that his nose points towards the sun or the moon, depending on the time of the day or night it happenes to be. He is not troubled with tonsils and adenoids, but he just naturally carries his mouth open, ready for action I suppose, because he is a very loquacious individual. Except for these few glaring eccentricties he is a very good appearing man. He knows more things that are not so than any other intelligent man I have ever seen. With all this, he is rather a bright fellow, and in many ways is a desirable citizen. His personal habits are clean, and he would like to help to make the town a better place to live in. But when he gets mixed up with anything of a civic nature nothing much is accomplished. He always has a chip on his shoulder, and he is an out-andout destructive critic. No one can talk all the time as he does and not be wrong a good part of the time. This poor man has told me the shortcomings of some of the members of his own family, so why should one not expect him to criticise everything and everybody he knows

Mr. W. has an only son who is going to college. This may seem a mild statement to make about a man in this day and generation, but not so. During the process of getting this particular son into college-and by the way he was a fine boy, and bright enough to enter any college with little difficulty-everyone was consulted about it. A great deal was said about the quality of the high school preparation. There were grave doubts about the ability of a local school being thorough enough to prepare this boy for college. The fact that we had never had any trouble in getting other boys into higher institutions counted for nothing. All the colleges were corresponded with, and all the faculty and the superintendent had to read all the letters, both received and sent. Every time we met the father we had to talk about it.

One would have thought that this boy's geting ready for college was a greater event than the discovery of America. The hundred or more whom I have had something to do with in preparing for college, all taken together, have not necessitated half the work that this one did. We would get certificates all made out for one institution and suppose everything settled, then we would get a request to make out another set for some other college. One day the plan would be to go directly to college, the next day it was decided to take a year in a preparatory school. Before we got through with this boy I think he must have been duly admitted to half the colleges in New England.

Mrs. D's. husband made a fortune out of the war. When I get ready to die I shall be glad that his money is not mine. This suddenly becoming rich, gave Mrs. D. authority for assuming considerable responsibility. One Sunday morning she called at our home before I was hardly up and clothed in my right mind. She told me that one of my new teachers had tuberculosis, and that the pupils must not be contaminated by her, If any of Mrs. D's. own children had been in the school one could have excused her for being anxious if she had honest suspicions, but it was not a case of anxiety in the least. To make a long story short I took the teacher to the best lung specialist in the state for a thorough examination. We also sent several cultures away to be examined, and everything was negative. As a result the teacher kept her job, but Mrs. D. never felt the same towards me thereafter. Every town has its four hundred set. This small-town blue blood must at times assert its importance, even at the expense of poor overworked rural school teachers.

Mr. S. had a method of annoyance all his own. I have never seen him nor heard his voice by telephone, but I have received his letters. They were not excessively long, but one could never quite make out from them what he was driving at. This was not because the writer was ignorant, for he was a prosperous business man, and had a good sized group of children all of whom got along well in school. He really had little to grumble about so far as school was concerned, but he fussed now and then just the same. I have always had the theory that he had spells of getting overtired at his factory; when he came home in an ill frame of mind he could not always make the necessary allowances for the stories his children brought home from school, and so his verbosity frequently got the best of him. None of his letters were ever answered, and he never wrote a second time about anything. He must have done his correspondence at night, and as I theorized after sleeping on it, whatever it was, he got up next morning feeling much better towards us.

Mrs. E. was left a widow with five children of school age, and with nothing but her frail self to support them all on. But she had almost completed high school herself, and she was determined to see all her children through school. Her three good boys have now graduated from high school, and her two daughters are on their way. I have always called this modest little woman one of the very best in town.

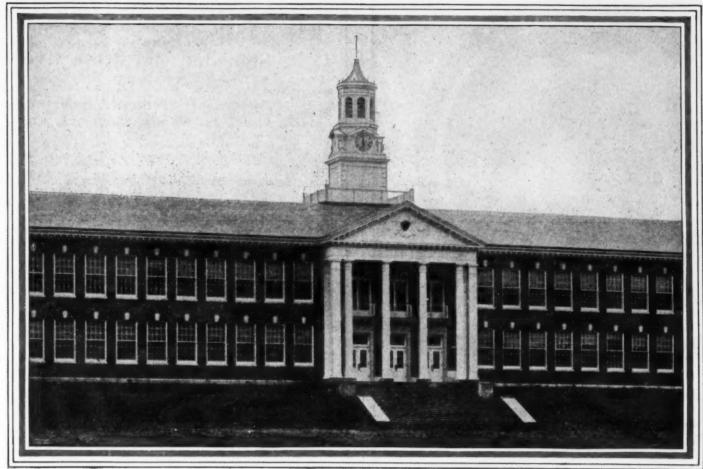
Mr. E. was something of a politician, and would choose the town meeting as the medium through which to transmit his grievances. In one of his town meeting orations he told a clergyman who had dared to say what he thought: "You only pay taxes on a cow and piano and you have no business telling the taxpayers of this town how to spend their money." It is queer how many American citizens still argue the old idea that because they pay a big tax they should be entitled to special privileges. Just last evening I attended a hearing at which two or three different citizens prefaced their remarks by calling attention to the big taxes they pay. Such people would probably vote, if they could get the chance, to return to the European custom of limiting the ballot to those



A PLAYGROUND IN DAILEY PARK, DENVER.

A blessing for the children of any neighborhood is a well-equipped and carefully supervised playground, where fresh air, sunshine and healthful play will combine to make healthy bodies and healthy minds. The playground illustrated has apparatus for older as well as small children.

(Concluded on Page 125)



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Cranetilt steam traps are produced to give dependable service throughout their long life. They are designed and manufactured by Crane Co. with the same care as that used in the production of all Crane valves and fittings for heating systems, water pipe-lines and Crane sanitation equipment for both schools and homes.

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On Berloy Steel Wardrobe Lockers no matter how often the doors are swung clear back, no harm results. Mounted on two inch wrought steel hinges with concealed attachments, the doors open the entire distance of 170° without any strain on hinges or uprights. Freedom from constant repairs is insured.

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#### CLEVELAND WINS BOND ISSUE ELEC-TION.

The school spirit of Cleveland, O., was put to a severe test at the November election. The school authorities submitted a \$5,000,000 bond issue to a vote of the people.

Formidable opposition developed. The Chamber of Commerce and the Civic League went before the public in a statement to the effect that other municipal needs were greater than those of the schools and that a coordination of municipality and school needs should be clearly worked out before any further large sums are demanded. Leonard P. Ayres was one of the protestants.

The answer was that two years ago the school board estimated that it required \$27,000,000 to carry out an adequate schoolhouse program. Owing to the fact, it is said, that the municipality required large sums for other purposes, the school board cut down its own demands to \$15,-000,000 which was voted favorably by the citi-

This year's demand for a \$5,000,000 school bond issue was a part of the earlier program and of the amount relinquished two years ago. The civic and commercial bodies of the city, however, held that the school authorities had not made out a good case. In brief, they had not demonstrated just how the \$15,000,000 had been expended before asking for another \$5,-

"It will be necessary to complete the former program which calls for \$8,000,000," said superintendent R. G. Jones, "within two years unless the legislature grants relief by enabling the school board to build out of direct taxation.

The beard as well as other interests in the city. The board, as well as other interests in the city,

desire to build by direct taxes, and the bonds are regarded as an unpleasant emergency meas-

"The city government opposed the bond issue for the reason that the municipal government will have to pay the interest on these bonds. The Board of Education has levied to its limit, and all additional funds would have to be supplied from the municipal funds. The money derived from the five million dollar bond issue will be immediately expended for school buildings. This expenditure will provide for the housing of about 12,000 pupils."

The \$5,000,000 bond issue was carried by a vote of 58,000 to 45,000.

Cincinnati Wins Extra School Levy. At the November election the city of Cincinnati, O., voted on an increase of a one-half mill levy for school purposes. In its pre-election announcement the school board proceeded under the Taft law which required a sixty per cent vote to carry the levy. When the vote was counted it was discovered that the levy had been

lost by 819 votes.

On the ballots, however, the request for the levy was stated under the old law which merely required a majority. A number of legal authorities have held that the levy was lawfully carried. The tax authorities have yielded

to this opinion and will proceed to exact the extra one-half mill levy for school purposes.

The proposition was carried by a majority of 24,000 votes which will give the schools for 1923 an additional \$385,000. As usual in cases of this kind some taxpayer has come along with of this kind some taxpayer has come along with

a court injunction.
"We are confident that we shall receive the additional revenue," said superintendent R. A. Condon. "The hearty indorsement given by more than one hundred civic organizations, and the splendid support of the voters is indicative of the popular will."

of the popular will."
—The Greeley, Colorado, school board has purchased land for an athletic field and the location of a new high school building. The boys of the manual training classes, under the direction of their instructor, A. G. Huntington, built bleachers to seat 2,000 spectators for the athletic field. This is one of the finest high school athletic fields in Colorado.

-New York City will immediately plan the erection of one hundred new school buildings, erection of one hundred new school buildings, employ five architects and expend \$4,450,000. This means that the board of education will go outside of the regular architectural staff, headed by C. B. J. Snyder, in order to carry the project of so many buildings. While in a general way a standardized plan will be observed, modifications will follow wherever local site conditions require them require them.

-Rupert, Ida. The school system will be operated this year on a per capita basis of \$55, as against \$64.39 last year. This has been made possible by employing less teachers and paying smaller salaries.

smaller salaries.
—San Francisco, Calif. The needs of the schools in the way of new buildings and an increased maintenance fund was discussed recently by the president of the school board before the members of the Public Education Society. These needs were outlined as the erection of new buildings, the expansion of the school system, the replacement of old and inadequate system, the replacement of old and inadequate

buildings, and the acquisition of additional grounds for existing buildings.

—Chicago, Ill. Figures on the cost of building per cubic foot, indicating a steady advance, have been submitted to the board by Supt. P. A. Mortenson. This indicates that the building plan for 1923 must be hastened to completion before the cest of construction seems to higher before the cost of construction soars to higher figures. It is pointed out that for each month's delay in the completion of structures there is a corresponding reduction in the amount of new building space available for the sum appro-

-Duluth, Minn. The revised 1923 budget of the board calls for an increased tax levy of .65 mill for city schools, as compared with an increase of 4.25 mills asked for in the original budget. The total levy for school purposes has been fixed at 20.52 mills.

—St. Cloud, Minn. The board has adopted a budget of \$185,286 for the present year. This

a budget of \$185,286 for the present year. This is a decrease of \$11,481 over last year.

—St. Louis, Mo. The St. Louis Medical Society has asked that the new high school to be erected be named the William Beaumont High School, in memory of Dr. Beaumont, a distinguished physician of the city. Dr. Beaumont was famous for his knowledge and treatment



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—guaranteed sanitary and non-contagious.

Rundle-Spence "Vertico-Slant" Drinking Fountains are made in a variety of designs to meet every requirement.

Pupils can drink from a Rundle-Spence "Vertico-Slant" Drinking Fountain with absolute assurance of safety, for the patented design and construction absolutely eliminates all possibility of contamination.

Note the construction of the Rundle-Spence "Vertico-Slant" Drinking Fountain. It has no hood on which the corner of the mouth can rest—LIPS CANNOT TOUCH THE NOZZLE—no filth collecting crevices that are impossible to clean—but are neat in appearance and absolutely sanitary in every respect

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of diseases of the stomach and present practice is based upon his experiments in this field of

—Halifax, N. S., Can. The board has taken steps toward the erection of four bungalow schools to cost about \$125,000. The buildings will accommodate sixteen classes and will relieve for the present the serious lack of classroom space. There still remains the task of providing accommodations for ten or twelve classes attending half-time sessions.

—In securing the support of the voters to a \$500,000 bond issue for new schools the city of Hamtramck, near Detroit, Mich., issued a poster containing a complete statement on local school conditions. Superintendent E. G. Deventer presented the salient arguments for the bond issue which was carried by a large vote. In 1910 the city had a school population of 1,231 which now numbers 15,264.

numbers 15,264.

—In October there were in the New York City schools 899,475 children registered in both elementary and high schools, of whom 115,134 were on part time and 195,750 on double session. In October of this year these figures had been increased to 930,000 on register, with 148,000 on part time and 198,000 on double session. The increase in one year was 32,000 in part time number of 250 in double session number of 250 in double sess

on part time and 198,000 on double session. The increase in one year was 32,000 in part time pupils and 2,250 in double session pupils.

—Mishawaka, Ind. The school trustees of the city have purchased a fourteen-acre tract of land on the Lincoln Highway as a site for a new high school building. Architects Perkins, Fellows & Hamilton, Chicago, have been selected as the architects and construction work will begin next spring. The cost of the building will be about \$500,000.

—Muskogee, Okla. During the past summer additions were built to several buildings, increasing the capacity to 1,200. The cost of the improvements was \$201,000.

Evansville, Ind. The board of education has awarded contracts for a new high school building at a total cost of \$672,900. The building will be fireproof throughout except for the rafters under the tile roof (attic floor being of concrete construction). The contracts include full and complete mechanical equipment, heating, wiring, generators for producing electric current used in the building, plumbing, lighting fixtures, telephones and program clock, ash

hoist, vacuum cleaner, linoleum panels in the corridors and acoustical treatment of the auditorium. The price to be paid for the building amounts to 28 cents per cubic foot. The architects are Joseph C. Llewellyn Company, Chicago.

—In Indiana the revenue for the schools is derived chiefly from the state tax of five cents on each \$100 of taxables in the state. It develops that property valuations have been decreased by \$500,000,000 this year over last, while the rate cannot be increased, with the result that some of the school budgets will have to be framed accordingly.

—Carrick, Pa. The school board has asked the voters to approve a bond issue of \$425,000 for a new school building. The bond issue will provide for the erection of a combination grade and high school building to contain 24 rooms. The imperative need of a new structure is indicated when it is pointed out that 80 children attend school in a basement and 29 in a cloakroom, both of which are artificially lighted a part of the time.

—Maple Heights, O. The school board has asked an additional fifteen mill levy for school purposes. To defeat the levy will mean the closing of the high school since the board faces a large deficit.

-Urbana, O. The school board has asked for a three-mill tax levy which will approximate \$30,000 a year for a term of five years added to the regular school apportionment of the county taxes. The passing of the levy will

#### LIMITS TO SCHOOL EXPENDITURES.

The principle that nothing is too good for the education of the young can easily eclipse the necessity of gauging the outlay with a city's resources. There are many things one might imagine to be good to provide in the schools, but when there is a disposition to adopt all of these offhand, without regard to the other demands upon the city, the judgment of a school board of any size whatsoever comes into question. Unless resources are unlimited then something desirable must be sacrificed, and it is at this point that the wisdom of fostering the idea that the school committee is a political body, a part of a city's administration, can be urged.— Herald, Fall River, Mass.

mean that the board will have the right to levy each year for its needs up to a three-mill point.

Everett, Wash. The board will be compelled to meet its expenses of the new school year with a \$25,000 reduction in funds. The reduction will make it necessary for the board to make a readjustment of the present high school

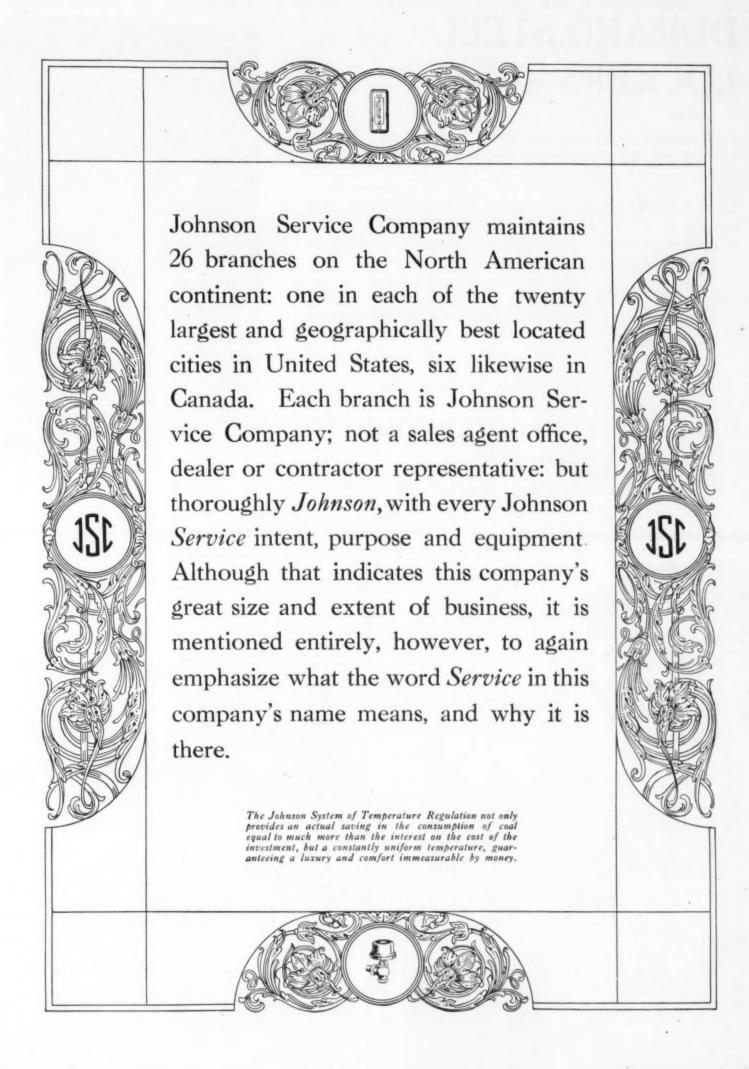
—Hoquiam, Wash. The voters have been asked to approve a bond issue of \$25,000 to take up warrants drawing six per cent interest.

—Indianapolis, Ind. A reduction of \$108,000 in the school budget has been made by the school board in order to comply with levy reductions ordered by the state board of examiners.

—Philadelphia, Pa. After bitterly scoring the state education department for adding to the burdens of the local school system, the board has granted increases to 98 teachers in the high schools. The state department recommended increases of \$200 a year for the 98 teachers in the schools, who by taking advanced work in colleges, were entitled to salaries of \$3,600 instead of \$3,400 a year. The board objected to the practices of the state department because it added to the burdens of the schools and at the same time left unpaid a debt to the schools of nearly \$5,000,000.

—Ind.anapolis, Ind. The failure of the board of school commissioners to inaugurate a building program for the relief of crowded conditions in the schools has aroused the indignation of residents of all parts of the city. In the ninemonth period since the present board went into office, no construction work has been done and plans and specifications have been prepared for only one building. During the first eight months practically nothing in the direction of meeting building needs was attempted though large delegations of citizens begged repeatedly for additional school facilities. Within the past two months, the buildings and grounds committee prepared a building program but it is declared that bids for the new schools cannot be received until about the first of the year, when it is doubtful how many buildings can be erected with the funds at hand. The program has made no provision for the extension of the high school facilities.

(Continued on Page 99)



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# **DURAND STEEL LOCKERS**

Businesses may rise and fall; administrations may change; but our schools must live as long as our civilization continues.

Durand Steel Lockers are part of the school's permanent equipment. The school building itself may be outgrown or become unsuitable in location, but Durand Steel Lockers may be moved and used indefinitely.

For this reason the old maxim, "the best is the cheapest," applies particularly to schools. And the many extra years of service of Durand Steel Lockers cost little if anything

## **DURAND STEEL LOCKER COMPANY**

1521 Ft. Dearborn Bank Bldg., Chicago 1521 General Motors Bldg., Detroit 2421 1st National Bank Bldg., Pittsburgh 1821 Park Row Bldg., New York



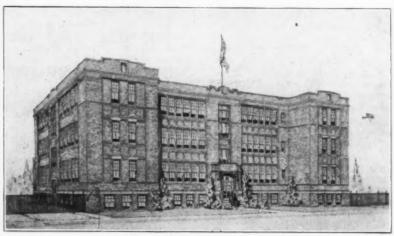


has proven its superiority in every test to which it has been put. The Plexiform Fan excels through its ease of operation, freedom from breakdown troubles and space economy; The Chinook Heater through the fact that each tube is a complete radiator in itself and therefore free from elbows, return bends and nipples which makes replacements possible without disturbing the installation, and because it can be shipped K. D. and assembled in place, thus saving freight. There are many other reasons why you should install Bayley Equipment. Our engineers and free literature will explain them. Write today.

BAYLEY MFG. CO. Dept. H

Milwaukee Wis.





Hamilton Street School, Harrison, N. J. Jos. W. Baker, Architect.

Conservation of fuel is the most important work of the American people. The problem of fuel saving is solved by the Board of Education of Harrison, N. J., by the use of the Peerless Unit System of Heating and Ventilating in the Hamilton Street School, Harrison, N. J.

Pure air and proper temperature conditions are prime essentials to student health and efficiency. The Peerless Unit System of Ventilating and Heating stands clearly alone as the means of meeting these requirements. temperature and condition of the pure, fresh air, cleansed of dust and healthfully humidified, positively supplied to each room, is made exactly right for that room independent of every other room and distributed thoroughly throughout the room without drafts.

Our Engineering force is at your service.

Peerless Unit Ventilation Co., Inc. 437-439 West 16th Street. New York, N. Y. Note the perfect drinking stream—never too high—never too low.



The Automatic Stream Control

Another Distinct Halsey Taylor Feature.

The Halsey Taylor Automatic Stream Control is a simple fool-proof device, fully concealed to be out of harm's way and to operate efficiently at all times. This device maintains an even constant height in the drinking stream regardless of line pressure. It also saves water in that the volume that passes through to make drinking comfortable, convenient and sanitary is constant, not excessive, as when the stream is not under control.

# Why Halsey Taylor Fountains are Adapted to Modern School Construction

Modern school construction makes every provision for the gaining of a thorough education. But those who have to do with the equipment installed realize more keenly than ever before that perfect attendance, a requisite for a sound education, calls for the use of sanitary devices to ward off the spread of epidemics that arrive on schedule yearly.

Halsey Taylor Drinking fountains are recognized as the last word in sanitation. Modern school plans specify them and schools already in use are switching from the old type of fountain to the Halsey Taylor type because of its sanitary assurance and its efficient operation.

In the Halsey Taylor fountain two streams of water are projected from the side of the fountain. As these streams rise at an angle they converge,

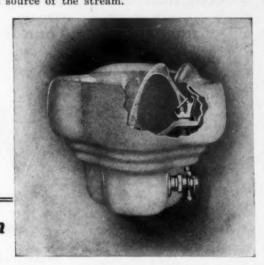
We've only hit the high spots in this message—but you should have full details about Halsey Taylor fountains. Let us show you all the reasons why schools prefer them—why they specify them—and why they change from older types to the Halsey Taylor.

Write for complete descriptive literature.

The Halsey W. Taylor Co. 540 North Park Ave.,

Warren Ohio

setting up a mechanical interference in the stream that retards the movement of the water at the apex of the arc, thus forming a mound of water from which drinking is comfortable, convenient and sanitary to the highest degree. Waste drinking water falls clear of the source of the stream and is quickly carried into the drain pipe—not the slightest chance of spreading contagion by germ laden waste water coming in contact with the source of the stream.



No. 605 Vitreous China Wall Type Fountain

# The Fountain With the Perfect Drinking Stream and Automatic Stream Control

(Continued from Page 96)

—Minneapolis, Minn. The schools are in better financial condition than they have ever been, according to Supt. W. F. Webster, as a result of strict economy in every department. Instead of a deficit of \$100,000, which the schools faced two years ago, there is now a surplus of \$13,042.

two years ago, there is now a surplus of \$13,042.

—Norristown, Pa. The voters have been asked to approve a bond issue of \$300,000 for the erection of a junior high school in the west end of the city.

—Lima, O. Because of increased enrollment in the schools, the board has asked the voters to approve a bond issue of \$500,000 for the erection of three elementary schools and two additions to present structures.

—Oak Park, Ill. Because of crowded conditions in the schools, the board has called an election asking the citizens to reaffirm a referendum vote of June, 1919, at which time the board was empowered to levy a tax of not to exceed one per cent for buildings and grounds and not to exceed three per cent for educational purposes. Shortly after the election, before the board had the opportunity to benefit from the increased revenue, changes in legislation placed the maximum rates at two per cent for educational purposes and three-quarters of one per cent for buildings and grounds. The present revenue has been deemed inadequate to meet present needs in building accommodations.

—Bellingham, Wash. The school board has

—Bellingham, Wash. The school board has made a drastic reduction in the school budget, reducing the fund for operating expenses by \$18,256. A reduction in teachers' salaries made July first of this year has made unnecessary further decreases in the operating fund.

further decreases in the operating fund.

—Pittsburgh, Pa. Bids for the construction of the Brighton Road junior-senior high school will be awarded the first of next year. The structure will contain 72 rooms and will cost \$700.000.

-Chester, S. C. The voters have been asked to approve a bond issue for the erection of a

new high school.

—Rockford, Ill. The president of the board has pointed out that expenditures from the educational fund must be reduced to an extreme minimum for the remainder of 1922 if the schools are to continue doing business. Less

than \$12,000 remains in the treasury and the borrowing limit allowed by law has been reached. The funds on hand carried the board through to November first.

—A shortage of \$4,100 in the accounts of the Norwood Park, Ill., school board was discovered coincident with the disappearance of the clerk. The shortage was uncovered when a new clerk took the place of the former man, who had been in sole charge for the last four years.

—Cicero, Ill. The public schools face an enforced closing February first unless increased taxation is provided. An effort to raise money by enforced increase of tax was defeated on the grounds that the increase was directed against one section of the town. A regular quadrennial assessment will be made next year in an attempt to adjust the difficulty.

—Duluth, Minn. Free use of the ax on the building fund levy and slight reductions in the general fund appropriations have enabled the school board to reduce its original budget estimate from 4.25 mills increase to .65 mill increase. The total levy will provide a total tax levy of 23.05 mills compared with 22.4 mills tax of last year.

—New York, N. Y. Efforts will be made at the coming session of the state legislature for the passage of legislation which shall take from the hands of the board of estimate the power to delay school construction. Despite Mayor Hylan's protestations of interest in the schools, and his desire to see that every child has a seat and an opportunity to study, the committee on

EFFICIENCY IN SCHOOL OPERATION.

In the world of business and commerce, efficiency has become the slogan during the last decade. Every leading progressive, outstanding institution is continually studying its procedures and its products with the idea of improving both.

We must be willing to apply to our methods and to our products, standards appropriate to judge our work which are correspondingly as severe as those applied in the field of business. There is no place in an up-to-date business institution for that which is obsolete or seriously out of date.—H. B. Wilson, Superintendent, Berkeley, Calif.

legislation points out that the seating capacity is steadily falling behind instead of keeping abreast of the increasing population.

The records of the schools show that in October, 1921, there were 899,475 children registered in both elementary and high schools, of whom 115,134 were on part time and 195,750 on double session. In October of this year, these figures had been increased to 930,000 on register, with 148,000 on part time and 198,000 on double session. The increase in one year was 32,000 in part-time pupils and 2,250 in double-session students.

dents.

It is further pointed out that the five new schools and additions opened this year were each erected from three to six years after plans for them had been approved. Public School 83, containing 1,080 new sittings, took five years to complete; Public School 60, containing 1,920 sittings, took four years to complete; Newtown High School, with 1,070 sittings, took six years to complete; Public School 57, Queens, with 504 sittings, took five and one-half years to complete, and Public School 55, Bronx, with 898 sittings, took three and one-half years to complete

The committee's bill to take the power to control school building out of the hands of the board of estimate was vigorously opposed by the Mayor last year but will be pushed hard this year for passage. It seeks to give the board of education complete power in the construction and management of schools, without interference from the board of estimate.

—A great shortage of school buildings in Indiana has been revealed in reports to the state education department at Indianapolis. Nearly every town and city in the state needs school buildings, some more than others. The increase in high school enrollment varies from fifteen to twenty per cent, while that in the grade schools has increased from two to twelve per cent dur-

—Pittsburgh, Pa. The yearly budget of the board shows an increase of \$502,973 over 1922 appropriations, the equivalent of six-tenths of a mill of taxation. Repairs to schools neglected during the war and through the high price era following the war, have added \$79,768 to the item of supplies and expenses. An anticipated increase in the cost of supplying fuel in the

# For a Better Wired School Building

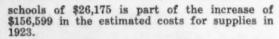
TAVE the wires in the new school run on the surface of the walls and ceilings, encased in Wiremold Conduit. You will be able to rearrange classrooms - to change the location of electric lights - to install and move electrical equipment - speedily, economically, without mess or trouble. Instead of ripping open walls to get at buried wires, an electrician puts up Wiremold Conduit and runs the wires through it.

Wiremold Conduit looks like decorative molding. It is a strong, rigid, steel tube which completely protects electric wires. It is the lowest priced, best looking, most convenient conduit you can use.

For wiring new buildings and rewiring old ones



American Wiremold Co., Hartford, Conn.



-Seattle, Wash. The school board has adopted resolutions opposing the passage of Bill No. 46, known as the "30-10" school tax bill, and has instructed the superintendent to investigate the use of the schools for propaganda in favor of the bill.

Objection to the plan is made on the ground that no administrative machinery is provided which will guarantee proper business management. It will increase the state school tax nearly \$4,000,000, but will fail in insuring equality of financial aid in all parts of the

—Fort Smith, Ark. The school board has arranged for a loan of \$200,000 to meet school expenses for the year, until the taxes are paid. The board has been hard pressed to secure funds necessary to keep the schools in operation.

-The \$500,000 building program under way in Allen County, Indiana, is half completed, according to a report of the county superintendent. There are six new buildings included in the program which was started last year. One school which was built at a cost of \$65,000 is occupied, and another, which cost \$84,000, will be occupied this term. Several other buildings will be erected in various parts of the county.

—Seattle, Wash. In connection with the acceptance of the Roosevelt High School Building on September 15, 1922, it was pointed out that the first high school, the Broadway High School, was occupied twenty years ago on that date. This building was designed in such ample proportions that it was deemed able to meet all demands for a period of twenty years. On the contrary, the demands for secondary education since that date have made necessary the erection of the eighth high school, each now filled to

Mr. Reuben W. Jones, who also celebrates his

anniversary on the same date, began his service as secretary of the board twenty years ago.

—Fort Madison, Ia. The cornerstone of a new \$400,000 high school was laid on October 19th with appropriate ceremonies. State Supt. F. G. Blair of Illinois delivered the dedicatory address in the presence of 2,000 people.

-In connection with a study of city planning problems conducted by the Russell Sage Foundation during the past summer for developing a regional plan for New York and its environs, the Foundation directed the making of four exhaustive surveys. The surveys which sought to determine scientifically the facts for a comto determine scientifically the facts for a comprehensive plan of growth of the future, provided for a study of the physical, legal, social and living, economic and industrial conditions. The third survey, which was deemed somewhat complicated, was divided into four sections, each headed by specialists in the four different fields. Dr. George D. Strayer and Dr. N. L. Engelhardt of Teachers College, Columbia University, were employed to conduct a study of the problem of school buildings for the city, which formed one of the divisions of the section on social and living conditions.

—Cleveland, O. The voters of the city have approved a bond issue of \$5,000,000 for new school buildings. The division of housing estimates that at least ten new buildings of approximately thirty rooms each will be required by 1924; these in addition to those of the

by 1924; these in addition to those of the \$15,000,000 program approved two years ago and at present awaiting completion. The list of buildings which are to be erected from the proceeds of the second bond issue will provide accommodations for 12,000 children.

commodations for 12,000 children. -New York, N. Y. Two important and related problems—part-time and the construction of school buildings—have been given considerable attention at the hands of the board of education. Superintendent Ettinger's report took issue with President Ryan's recent analysis of elementary part-time figures, in which an increase of 8,000 pupils on part time was disclosed in 27 schools, the registration in which had decreased 1,000. President Ryan's report on part time directed attention to the decrease in part time since the inquiry was begun, the figures of September 13, 69,213 having become 63,221 on September 29, but this latter figure actually was 60,300 according to the principals'

A question was raised by the president as to whether part-time figures represent accurately the conditions in the high schools since of the 63,221 part-time pupils, 5,321 were reported as

receiving full-time instruction in required and receiving full-time instruction in required and elective subjects, including physical training. The reports of the principals that had been analyzed showed more than 5,321 reported as receiving full-time instruction. The fact that 44,071 pupils had a period deficiency of from one to three minutes raised a question as to what steps had been taken to have it made up by a change in the sessions. change in the sessions.

The detailed reports showed that in some districts the conditions to which the president's report referred did not apply. Where they did apply the reason for the increase in part-time was mainly a shift from the unsatisfactory double-session program to part-time or the or-ganization of junior high schools that forced younger pupils on part-time.

Dover, Del. The citizens in June last, voted favorably on a proposition to bond the school district for five per cent of the assessed valuation of the district to build a new school. The board has purchased a site for the building and has engaged Architect William H. Thompson to prepare the plans and specifications for the prepare the plans and specifications for the structure.

-Dover, Del. A new school for colored pupils has been erected on a six-acre tract of land. The site was purchased by the Delaware School Auxiliary Association and is said to be the finest colored school in the country. The building itself was erected exclusively with funds furnished by Mr. Pierre S. DuPont, of Wilmington, who has been responsible for the erection of numerous schools erected with funds provided by himself.

-Hamtramck, Mich. The contract was re-cently awarded for the construction of a 26-

cently awarded for the construction of a 26-room grade school to cost complete \$425,000.

—Grand Junction, Colo. A four-room grade school, completed during the past summer, was occupied with the opening of the schools. The building was erected by the manual training class and cost \$9,250. Under the new arrangement the board secured a building fully as good as was formerly obtained for \$14,000 under the regular method of letting a contract.

—Hartford, Conn. A high school building is under construction. The building will be called the Thomas Weaver High School and will cost



# **Heat With Ventilation**

Fresh Air for the Children

> No Drafts Even Heat

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Warm Floors

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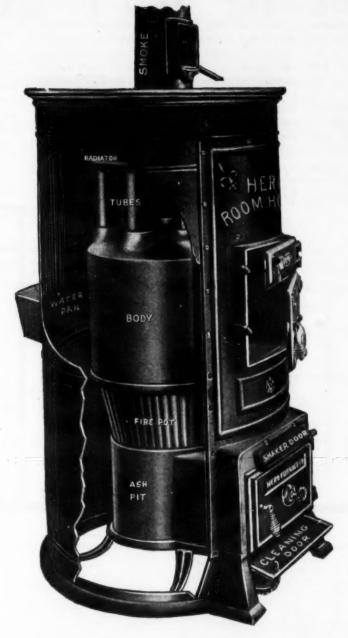
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Specially Built for One and Two Room Schools

All Cast Iron Construction

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# THE HERO SYSTEM

HEATING AND VENTILATING ADAPTS ITSELF TO EVERY NEED

MANUFACTURED BY

HERO FURNACE COMPANY

SYCAMORE, ILLINOIS

#### THE JANITOR-ENGINEER PROBLEM.

(Continued from Page 39)

whereof I speak for I have practiced for four years what the committee's reports preach, and therefore know from experience that a janitorial system operated along the lines laid down yields big returns in quality of service rendered, in the intelligence and character of the employees, and in the satisfaction of a well-kept physical plant.

Let me call attention to one more question involved in the public school janitorial problem which has been entirely overlooked. Unlike the janitorial service of an office building, or an apartment house, or an industrial plant for which the cost of janitorial service can be written off as a single item and prorated on a unit basis of office, or tenant, or unit of production, the janitorial service of public schools should be so handled that it can be strictly and

accurately accounted for in terms of educational activity cost, either per study or per pupil. I know of no instance where this is being done.

For many years past, superintendents of education have reported on the cost of education in lump sum totals or "current expense of education," and have endeavored to also report the cost by subjects. These subject costs may have been accurate as to teaching cost, but not otherwise.

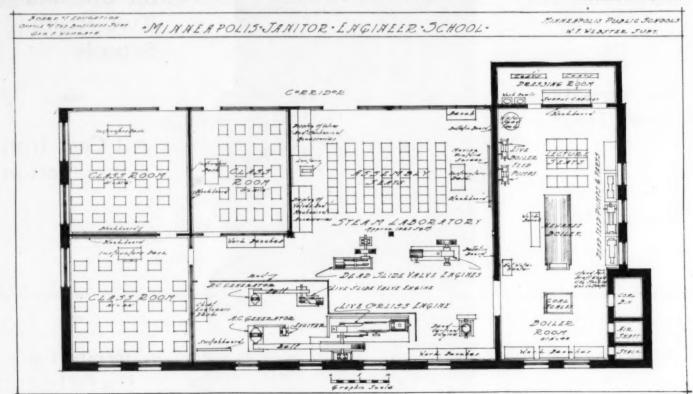
It is our duty as business officials to keep a strict and accurate cost accounting system of janitorial service, and of all other maintenance and operation costs, so that these costs may be distributed to show the cost of each educational activity and subject. That this will be required of us in the very near future is clearly obvious, unless I fail to correctly read the signs of the times. Further, it is nothing more than what

modern educational accounting should require of us and will sooner or later demand.

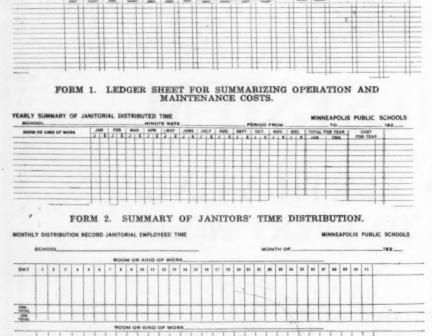
It is not enough that the total lump sum cost of the janitorial service in a building be known. Nor that the cost by main divisions be known, such as academic, industrial, scientific, etc., based on an arbitrary pro rating of the total cost. What should be known is the cost by room and by square foot of floor area and cubic foot of building content. Then, and only then, will an accurate cost of janitorial service per subject be of any use to an educator.

This also applies to heat, light, water, gas and every other expense entering into the operation, maintenance, up-keep and overhead of a school. And only when these expenses are properly segregated and accurately accounted for will it be possible to determine the real cost of education by subject.

(Continued on Page 125)



FLOOR PLAN OF THE JANITOR-ENGINEER SCHOOL, MINNEAPOLIS, MINN.



FORM 8. MONTHLY TIME DISTRIBUTION RECORD.



FORM 4. DAILY TIME REPORT.

	PUBLIC	SCHOOL	
	IN CH		
	PRINCIPAL OF TO	KAINING SCHOOL ON CO-ORDINATOR	
PLANT INSTRUCTOR ON CLEANING	TRAINING SCHOOL INSTRUCTORS & LECT- URERS ON CLEANING	TRAINING SCHOOL INSTRUCTORS & LECT- URERS ON ENGINEERING	PLANT INSTRUCTOR ON ENGINEERING
Expert sent out			Expert sent or
to schools to instruct in cleaning and to motivate maintenance	Comprising class- es made up of janitors, charwomen, cleaners, housekespers,	Comprising class- es made up of eng- insers of all grades, who are given in-	to instruct in practical application work tought
of buildings and souis-	One meeting per month - two hours	struction in heating, ventilation, construc- tion and operation	School and to check up on the
ment. Teaching is done in the school buildings and reviews are conducted at	month - two hours.	of all kinds and	results of Training

# "Taking Pen in Hand-"

I might as well admit it! I don't know how to write ads—but I do know the plumbing business. The fellow who used to write our ads didn't know the plumbing business, so he just strung words like "quality" and "service" together and tacked our name on the end.

ly

HOOL

pplication aught ning to the Training k. a done na Jahor al april dings.

That isn't my idea of advertising. To me, advertising is just writing to the people I can't meet personally.

I want our ads to tell our story the way I tell it myself.

Therefore—I'm going to write some myself.

When I can get a plumber in our shop I don't have much trouble selling him on the advantages of Clow plumbing—what he sees does that for me.

But there are a lot of plumbers I can't bring to the shop. Therefore, I'm going to bring the shop to them.

I'm going to try my hand at writing an illustrated serial story! A personally conducted trip through our shop—from receiving room to the shipping platform.

Instead of saying that "Clow plumbing saves money on installation costs," I'll show you a picture of a man with an air chipping hammer, squaring up a tub to architect's detail, so that it will fit the opening like a foot in an old shoe.

Instead of talking about the "superior quality" of our brass goods, I'll take you through our brass shop, and leave it to you to judge.

I think this series will be worth reading. But, as I said, I'm no hand with the pen, and I'll be eternally grateful for suggestions.

W.B. Clow, Vr

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General Offices: 534-546 S. Franklin Street, Chicago Sales offices in the principal cities

CLOW

#### IS YOUR CHILD IN A SCHOOL LIKE THIS?



Public School No. 4, Albany, N. Y., destroyed by fire April 30, 1922. No dead children; fire not in school hours. Loss of building \$100,000; no insurance. Albany "got off cheap."

Sixty-five per cent of our schools are of this type or worse; wooden interiors with brick walls; that is to say, a good stove. There are five school fires every day. The law compels children to go to school.

HOW ABOUT YOUR SCHOOLS? IS IT A POTENTIAL CREMATORY LIKE THIS? A FIRE-PROOF SAFE IS NONE TOO GOOD FOR YOUR BONDS. IS A FIRE-TRAP GOOD ENOUGH FOR YOUR CHILD?

The above is a poster sent out by the National Fire Protection Ass'n, 87 Milk St., Boston, Mass. Do not ease your conscience by erecting on your school house building inadequate steel ladders or steel stairway fire escapes.

A moment's serious consideration will bring quick realization of the fact that in case of actual fire, a large percentage of the inmates would be burned to death or seriously injured before they could reach the ground on a steel ladder fire escape.

A steel stairway attached directly to the school building quickly becomes overheated, completely shutting off the escape of the inmates of the burning building.

The slight additional cost of a modern, safety Standard Spiral Fire Escape does not warrant the tremendous risk involved in purchasing the "inferior types" of fire escapes as a "make shift" protection for the safety and welfare of the children under your jurisdiction.

Write today for complete information on Standard Spiral Fire Escapes.



New York, N. Y. 227 Fulton St. Chicago, Ill. 549 W. Wash. St. Cleveland, O. 1108 Hippodrome Bl.

Milwaukee, Wis. 601 Security Bldg. Boston, Mass. 113 State St. Kansas City, Mo. 608 Waldheim Bldg.

Representatives in all Principal Cities.

# Don't Lock Them In!

Provide an Everlasting Safeguard For the Lives of Your Children

DEMAND



PANIC I

EXIT

LOCKS

#### SAFEST

SMITH'S IMPROVED GRAVITY LOCKS are replacing other types of PANIC LOCKS on SCHOOLS because there are NO SPRINGS to wear out or replace.

#### CHEAPES

SMITH'S IMPROVED GRAVITY LOCKS are CHEAPEST IN THE END. No upkeep or maintenance cost has to be figured. Year in and year out they give unfailing operation, without the necessity of repairs. WE GUARANTEE THIS.

#### THE BEST

SEEING IS BELIEVING. Let us send you a Model for your careful inspection. Write for Prices and Suggestions of the best way to equip your schools.

Made in Many types

Locks For All conditions

Brass or Bronze All Finishes.

### FRANK F. SMITH HARDWARE CO.

NEWARK

Gravity

Action

Unfailing

Operation

Easily

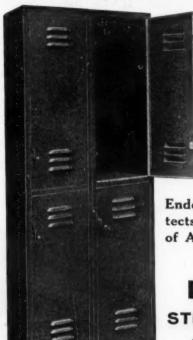
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NEW JERSEY

THE LOCK SMITH'S OF SUPERIOR EXIT DEVICES

# DURABILT STEEL LOCKERS

Give you just what you would ask if you were having Lockers built to order—



Durability-

Simple and Convenient Operation—

Maximum Security-

High-Class Finish-

Ample Ventilation-

Endorsed by Leading Architects and installed in many of America's Finest Schools.

### DURABILT STEEL LOCKER CO.

400 Arnold Avenue Aurora, Ill.

Largest Exclusive Manufacturers of Steel Lockers in the World.

## DUNHAM VACUUM HEATING SYSTEM

\$1,000,000.00 Virginia (Minn.) High School



Engineers-A. W. Kerr & Co., Virginia, Minn. Architect-Carl E. Nystrum, Duluth Heating Contractors-American Heating Co., Duluth





#### MARYLAND STATE SCHOOL BUDGET.

Maryland's state budget for public school purposes was increased by twenty-six per cent by the action of the legislature of 1922. With the exception of \$23,000, the governor's tentative budget, increasing the appropriation from two and three-quarter million dollars (\$2,750,000) to three and a half million dollars (\$3,500,000), was approved.

The largest item in the increase of \$727,000 allowed for 1922-1923 is an amount of \$235,000 to be used as an equalization fund in fifteen of the twenty-three counties which cannot carry the state program for higher salaries and better trained teachers on a sixty-seven cent county

In order to have the state bear a larger share of the expense of high schools, state aid for existing high schools is increased by fifty per cent, and provision is made for state approval of additional high schools. The budget includes for this purpose \$334,000, an increase of \$134,-000 over last year.

The state is to pay two-thirds of a new minimum salary schedule adopted for supervisory officers in the counties. There must be one supervisory officer for every forty white elementary teachers in each county. The entire salary the attendance officer, up to \$1,200, will be paid by the state. This requires an increase in the budget for part payment of salaries of the county school officials from \$60,000 to \$150,000.

School Expenses for year in California.

Of the \$88,202,283 set aside to defray the expenses of the entire California State government for 1921 and 1922, the educational department for 1921 and 1922, the education of the ed ment has been appropriated 51.2 per cent. educational fund amounts to \$45,189,666; \$35,290,929 or 80 per cent of this educational

expenditure has been established as fixed charge at the command of the coterie.

Sacramento county will receive \$289,177 of the \$11,477,900 appropriated by the state to the elementary schools of California. The county will also receive \$11,000 of the \$681,450 apportioned to California high schools.

The apportionment for both elementary and secondary schools shows that Los Angeles will secondary schools shows that Los Angeles will receive the major share, a total of \$2,881,263 of elementary funds and a total of \$94,600 in secondary school funds going to that county. San Francisco county is second with \$998,900 in elementary funds and \$13,200 in secondary funds. Alameda is third with \$966,252 elementary and \$30,800 secondary.

New Schools for New York State.

The following cities and villages in New

The following cities and villages in New York state have made appropriations for new school buildings: District 11, Ronkonkoma, \$25,000; East Rochester, \$180,000; Argyle, \$15,000; District 3, Salina, \$40,000; Village of \$15,000; District 3, Salina, \$40,000; Village of Woodridge, \$135,000; Woodbourne, \$50,000; Johnson City, \$40,000; Hornell, \$400,000; Attica, \$262,000; Spring Valley, \$260,500; Portville, \$80,000; Jackson Heights, New York City, \$650,000; Julia Richman High School, New York City, \$1,864,000; Pleasantville, \$65,000; Thornwood, \$100,000; Stanford, Duchess County, \$33,000; Whitehall, \$180,000; Patchogue, \$450,000; Delmson, \$66,000; Marion, \$100,000; Rome, \$160,000; Cairo, \$40,000; Stevensville, \$30,000; Waterport, \$38,000; Boonville, \$185,000; Amityville, \$220,000; Saranac Lake, \$400,000; Gloversville, \$75,000; Bath, \$225,000.

NEW BUILDINGS IN OHIO.
Out of 65 cities in Ohio reporting on money

Out of 65 cities in Ohio reporting on money obtained for financing building programs, 24 used long-term bonds, 28 used serial bonds, and thirteen used a combination of these methods

with cash payments.

The citizens of Upper Arlington school district voted a \$165,000 bond issue to be used for the purchase of a site and the erection of the central section of a large building. The other units will be added as the growth of the district justifies.

Grandview Heights public school district has voted bonds to build a 22-room school building to accommodate 600 pupils. The building will be used as a combined junior-senior high school.

Wellston is planning to build during the summer of 1923, a new high school to cost \$125,000.

Washington Township and Centerville have voted an \$80,000 bond issue for a centralized plan. The site and plans for the centralized school have been accepted and a fifteen-room building will shortly take the place of the present eight rural schools and the four-room high school.

Cleveland is building and making additions to eleven elementary schools, seven junior high schools, and eight senior high schools. These schools and additions will accommodate 5,700 pupils. Forty-five elementary classrooms which are unfitted for use will be discarded when these buildings have been completed. The total cost of the building progress of the desired cost of the building progress of the building progress. cost of the building program, exclusive of sites, is \$2,200,000. Cleveland has also initiated a building program covering a period of five or more years.

#### THE SCHOOL VICTORY AT DENVER.

By an overwhelming majority the Denver, Colo., taxpayers voted and approved a bond issue of \$6,150,000 for the schools. There were three propositions as follows: First, \$2,000,000 for elementary schools; second, \$2,400,000 for senior high schools; third, \$1,750,000 for junior high schools.

In approaching the contest the Denver school people presented a full statement of the growth of the system, the increase in the school popula-tion, and the immediate and future school hous-ing needs. The campaign literature set the issue

"You have chosen a school board to provide educational facilities for your children.

"They have employed a school staff to study and make recommendations as to the needs of the schools.

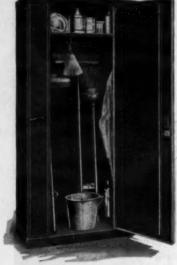
"It has been found that 12,000 children are

not adequately housed.
"Now the board of education is making a definite recommendation to you for bettering

these conditions.
"If you accept the recommendations, it will mean months of hard work for them but better schools for your children.

"If you fail to accept the recommendation it is your children that will continue in poorly lighted, poorly ventilated, poorly heated rooms.

## LYON STEEL STORAGE CABINETS



Lyon "No. 39" An Efficient Janitor's Cabinet

## -for the manual training teacher -for the principal -for the janitor

Solidly built of furniture steel throughout, Lyon Steel Cabinets afford a place for everything and make possible—"everything in its place." In scores of principal's office, janitor's rooms, and manual training departments, Lyon Steel Cabinets are protecting records-keeping equipment clean and safeguarding tools.



#### QUALIFICATIONS



Lyon "No. 36"-Stationery Cabinet

36" wide, 18" deep and 75" high. Door opening 221/2" x 70". The door is formed from a single piece of steel with a heavy additional reinforcing panel running the full length. Mounted on concealed pin hinges. Shelves independently adjustable on 1½" centers, extra shelves being obtainable if desired. Equipped with a lock of superior design and strength—working behind (not through) the door jab. Finished in olive green enamel, baked on, and striped in gold.

## SYEEL PRODUCTS

## LYON METALLIC MANUFACTURING COMPANY

New York

Chicago Los Angeles

AURORA, ILLINOIS Boston Indianapolis Local Offices in Nearly Every City. Write for Address

Philadelphia Detroit

Pittsburgh Rochester Cleveland

Part-time sessions are sure to increase, and it is your children who will be attending these part-time sessions. The modern educational program will have to be curtailed and it is your children whose educational opportunity will be

curtailed. Do you want it to be less because they live in Denver?

"Get it clearly. The issue is between you and your children, who, after all, are the ones who will actually pay the greater part of this money which will mean better education, better health

for them.

The Denver Times, in commenting on the results, said: "The victory was a blow at yellow journalism as well as a monumental triumph for the cause of free education. It was achieved by the forces of law and order, by the mothers and fathers who believe in the future of the city as well as the public school system of America.

"The schools can now be rehabilitated and expanded. The students will be taken out of the basements and corridors and attics into the sunlight. New buildings will be erected to take care of the ever-increasing enrollment. Denver can send the news broadcast throughout the world, that she is making preparations to prepare for a great and expected growth in population and that she bears aloft the torch of cul-ture for all to see."

#### Urging Reform in Tax Methods.

The Illinois State Teachers' Association, concerned in more adequate support for the schools, recently adopted the following resolution dealing with tax methods:

That the law making bodies of the state shall provide a larger unit of taxation for school

purposes, and

2. That they shall classify property for the urpose of distributing the tax more fairly.

3. That they shall separate more largely the

sources of the state and the sources of local revenues so that state revenues may be obtained to a greater extent from fees, licenses, franchises, taxes upon corporations graded according to earnings, from inheritance taxes, rail-road, interurban and income taxes—all of which would be in accord with the practically unanimous opinion of experts and in line with the growing practice of industrially important Needs of San Francisco Schools Told in Bond

Needs of the San Francisco schools that make the immediate raising of funds for maintenance and extension a pressing demand were set be-fore the members of the Public Education Society at a meeting in October by Fred W. Dohrmann, Jr., president of the Board of Education.

Dohrmann and other speakers, representing teachers, parents and other groups, explained why the proposed \$12,000,000 school bond issue is the most satisfactory way to meet this de-mand, and the speakers from the various organized groups voiced the indorsement of their associations for the bond issue.

Dohrmann set forth the needs of the schools under three heads—erection of new buildings to meet the steady expansion of the system, replacement of old and inadequate buildings, and the acquisition of additional grounds for existing schools.

Sixty new classrooms, or three buildings are required yearly to care for the regular growth of the schools said Dohrmann.

The item of replacement rests largely on the fact that out of ninety-nine school buildings in

San Francisco forty-three are wooden structures, seventeen of these built before 1890. There are also 13 temporary buildings, erected after the fire of 1906, and never replaced.

One child out of every nine attending school in San Francisco is in a temporary classroom in bungalows, remodeled store rooms, flats, or similar quarters. Forty per cent of the school children are housed in wooden buildings.

The Board of Education, said Dohrmann, pays \$23,900 yearly rental for space outside the regular school buildings, a sum that would be sufficient to interest on half a million dollars worth of bonds.

#### BUILDING AND FINANCE.

The school board of New Britain, Conn., has adopted the recommendations of its building committee calling for the expenditure of \$567,-000 for new schools.

On November 7, Winfield, Kansas, school patrons voted by a majority of three to one, a bond issue of \$200,000 for the public schools of the city. This makes a fifty-year record of

eight successful consecutive school bond vic-

tories in this community.

The \$200,000 is to be expended by the board of education in building the first four-room unit of what will eventually be a larger ward school building; the remodeling of some of the older elementary schoolrooms and the building of a third section of the junior-senior high school plant, the first section of which was built in 1910 and the second in 1916. The junior-senior high school plant will now have a pupil capacity of about 1,400. The present enrollment in the upper six years is over 1,150.

The plant for the new \$750,000 high school

—The plans for the new \$750,000 high school building to be erected at Beverly, Mass., will be looked over by Wm. B. Ittner, schoolhouse

expert of St. Louis, Mo.
—Schenectady, N. Y. Three new schools are in course of construction, one of which is expected to be ready for occupancy in January

—Chicago, Ill. In the face of opposition, the school board successfully carried a motion to acquire seven new school sites, as recommended by Supt. P. E. Mortenson. The estimated cost of the sites will be \$240,000.

—Cumberland, R. I. The board has asked for an appropriation of \$125,000 for a school

building program. Of this amount, \$100,000 will be used for a high school, \$20,000 for a community school, and \$5,500 for a portable building.

-Grenada, Mississippi, is investing \$110,000 this year in school improvements. A modern high school is now under construction. "Because of recently established saw mill indus-try," says Superintendent John Rundle, "the school population has been increased considerably. Besides there is a tendency on the part of the rural population to avail itself of a modern city school."

—Two new school buildings are nearing completion at Salt Lake City, Utah. One is the new west high schood, being constructed at a cost of approximately \$700,000. The other, a new fireproof grade building, at a cost of \$185,-000. These two buildings will enable the complete housing of all of the 28,000 boys and girls now attending Salt Lake City schools without resorting to the use of portable buildings, a number of which have been used in recent years.

# APIDOLITH Makes Concrete Floors Dustproof and Wearproof

## Just flush it on!

The concrete dust which is ground up from the untreated floors of your school house is injurious to papils and to their clothing and desks.

Lapidolith makes concrete granite-hard by chemical action and so stops dusting and wear. It makes toilet floors non-absorbent and therefore easily washed and odorless.

Over 250,000,000 square feet of concrete have been lapidolized.

We list a few leading schools and colleges where Lapidolith has been used:

The Steele School, Harrisburg, Pa. Yale College, New Haven, Conn. Cornell University, Ithaca, N. Y. Board of Education, Kansas City, Kan. High School, Los Angeles, Cal.

and other schools and colleges in every state.

Write for testimonials, also free sample and literature.

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the sanitary, light-reflecting wall coating for halls, toilets and recreation rooms. Gloss finish. Easily kept clean of dirt and ink spots, washing with soap and water does not affect Cemcoat. White or colors.

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especially adapted for classrooms because its velvety finish reflects light without glare. Washable — easy to keep clean from dirt and hand spots.

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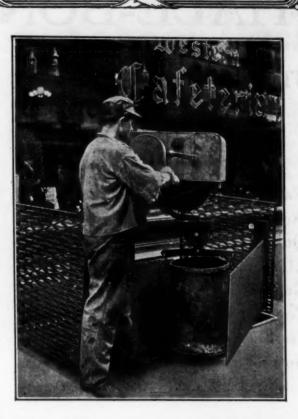
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(SONNEBORN)



# 21 Round Trips for one cent

THIS G&G Electric Hoist proved its real operating economy by raising and lowering 108 ash cans in one 5 cent Kilowatt hour, or at the rate of 21 round trips for one cent's worth of current. These figures are the result of one of a series of tests made for us by Sprague Electric Works of The General Electric Co., to substantiate our claim that G&G Electric Hoists consume surprisingly little current.

The above hoist is installed at the Hotel Grand, New York City, and is the same Hoist that, after three years' service, raised 3,500 cans of ashes (an accumulation during a heavy snow storm) in one continuous operation, without the slightest mechanical failure. Height of lift is 21 ft. 10 in. (Where distance of lift is greater or less, current consumption would vary.)

G&G Hoists are made in various models, electrically and manually operated, to meet all ash removal conditions. Schools in 39 States are today using G&G Telescopic Hoists.

Ask your architect about G&G Hoists
—or write for complete catalog.

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551 West Broadway ... New York



Telescopic Hoist

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### CENTRAL HIGH SCHOOL

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Easily cleaned
No deterioration
Quality appearance
Life-long service
Guaranteed against
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First cost last cost
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All are embodied in

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Service



Sold by all Leading Plumbers and Jobbers



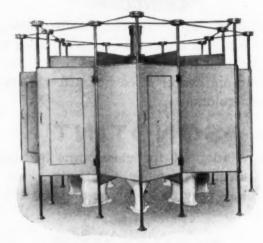
If you cannot secure locally, write Seat Department of makers.

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# The Kelly Octopus Water Closet Combination For Schools



8 Water Closets in small space.

Stands out free from Walls.

Does not intercept Light or Air.

Can be installed in Half the Space, in Half the Time, and at Half the Cost of others.

The large Octopus One Piece Drainage Fitting, not shown, is included with each Combination.

Hundreds in use.

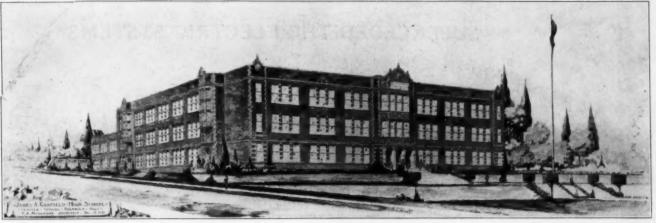
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## How Long Will Your School Last?

The modern high school building is designed both for utility and for years of service. One feature that should be specified carefully is the drain lines from the laboratories. Unless these are Duriron there will be constant repairs, replacements, and damage to finish and



James A. Garfield High School, Seattle

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decoration in short a fixed charge against upkeep, due to corrosion from the acids used. With Duriron pipe installed there never will be trouble or ex-

time after time, because Duriron is a universally acid resistant metal.

Duriron drain lines from the laboratory assure a permanent and perfect installation whose length of service will equal that of the building.

Our new book, "DURIRON ACID-PROOF DRAIN LINES," sent on request



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## The Duriron Company, Dayton Ohio

Defects Number



#### HOW ILLNESS AFFECTS SCHOOL AD-MINISTRATION.

Most valuable research labors, covering pupil and school attendance, are engaged in by the United States Health Service through Selwyn D. Collins, assistant statistician. He recently engaged in a study which compares disability among children with common physical defects with children not having these defects, as measured by absence from school on account of ill-

This study was made in Missouri and includes the cities of Hannibal, Moberly, Warrensburg and Joplin, bringing under scientific observation some 3,786 children. These were between the ages of six years and under to those of sixteen and over teen and over.

The medical examination revealed the fact that the specific defects afflicted a certain number as follows:

All physical

	Defects	Number
	per 1,000	of of
Defect	children	children
Total number of children	1,000.0	3,786
No general defects (teeth and		
vision not taken account of).	603.0	2,283
Mouth breathing	95.1	360
Adenoids	48.9	185
Chronic nasal catarrh	6.1	23
Deflected septum or other nasal		
obstruction	4.2	16
Enlarged tonsils or infected		
throat	274.2	1,038
Diseased or inflamed tonsils	20.3	77
Ear discharging	2.6	10
Ear drum perforated		1
Ear drum obscured by wax	3.4	13

Defect	per 1,000 children	of children
Hyperopia	4.5	17
Astigmatism		1
Strabismus	2.1	. 8
Blepharitis	14.8	56
Conjunctivitis	9.8	37
Trachoma	2.9	11
Glandular enlargement, cervical		32
Simple goiter		14
Hernia		3
Heart defects	3.4	13
Tuberculosis or pretubercular.	.8	3
Anemia	.5	2
Winged scapulæ	.3	1
Spinal curvature	1.1	4 5 7 2 2 3
Deformity of hand or arm	1.3	5
Deformity of foot or leg	1.8	7
Paralysis, infantile	.5	2
Retarded	5	2
Feeble minded or suspected	.8	
Speech defect	10.8	41
Ringworm	.5	2
Pediculosis		51
Impetigo	1.6	. 6
Scabies	2.1	8
Eczema		1
Skin defect (not otherwise		
specified)	30.4	115
PPR 1 11 1 12 1	1 .1	

The investigator then recorded the actual loss of school days for physical defects other than sickness as follows:

	-		
	Defect	Defects per 1,000 children	Number of children
	Orthopedic defect (not other-		
	wise specified)	.3	1
۰	Glandular enlargement (not		
	otherwise specified)	.3	1
	Ear defect (not otherwise		
	specified)	.3	1
	Eye defect (not otherwise spec-		
			1 0
	ified)	.5	2
	Miscellaneous	5.5	21
	These figures tell their own	story.	The in-
	vestigator adds that children		
	were subject to fewer absent		
	were subject to rewer absent	uays till	an enose

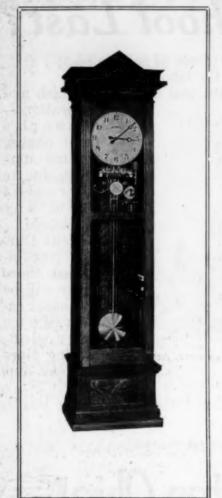
with defects. Those with decayed teeth did not absent themselves with the same frequency of those who suffered with defective vision. The latter showed a consistent effect in absenteeism on account of illness.

#### HYGIENE AND SANITATION.

The schools of Anna, Ill., have recently reported remarkable success in the direction of the discovery and treatment of trachoma. trachoma specialist from the national govern-ment health service who conducted inspections in the schools last year, found practically 25 per cent of the children suffering from trachoma or suspected of having the disease.

Since the visit of the specialist, the local physician and school nurse have been especially active in combatting the disease from every

			A	ge		
Physical Condition	All	6-7			12-13	14-16
	Ages					
Both Sexes						
All physical conditions	2.5	2.9	2.1	1.9	2.6	3.6
Group 1: No recorded defects	1.8	1.5	1.7	1.6	1.8	3.0
Group II: One or more decayed teeth only	2.4	3.0	20	1.7	2.3	4.1
Group III: Defective vision	2.5	4.1	2.5	1.8	1.8	2.5
Group IV: With and without defective teeth or vision						
but with no other defects	2.3	2.6	2.0	1.7	2.5	3.4
Groups V-VII: Defects of any kind	2.8	3.4	22	2.3	. 2.7	4.2
Group V: Enlarged or diseased tonsils only	2.8	3.5	2.3	2.1	2.6	4.9
Group VI: Adenoids alone and adenoids, tonsils, etc.						# 17 July 1
associated with other defects	2.5	3.2	1.6	2.2	2.7	3.6
Groups V-VI: Adenoids, tonsils, etc., alone or asso-						
ciated with other defects	2.7	3.3	2.0	2.2	2.7	4.4
Group VII: All other defects	3.3	3.5	8.9	2.9	3.0	3.5



## FACTS ARE NEVER DISPUTED

Look down this list of cities—you may be familiar with them —and see where the Hahl Pneumatic has—

#### SUPERCEDED THE ELECTRIC SYSTEMS

ERIE, PA.—Roosevelt School. SHAKER HEIGHTS, O.—Grade Schools, A, B and C. RICHMOND, IND.—New High School. DETROIT, MICH.—Most of the new schools. CLEVELAND, O.—Ten new schools.

Many other cities use nothing but the Pneumatic.

There must be a reason for choosing the Pneumatic after experience with the Electric systems.

Write us—we tell you without obligation.

## TIME SYSTEMS COMPANY

angle. The school nurse gave almost her entire time to trachoma cases and several of the local physicians gave an hour each week to clinical work, in addition to rendering valuable advice without charge. The result of all these cooperative efforts has been that of 575 pupils examined at the opening of schools this fall, only sixteen were reported as having symptoms of the disease. of the disease.

With the good results obtained it is not intended that the work shall be allowed to drop, but extra efforts are to be made to further improve the situation by continued clinics, examinations and treatments.

—The health officers of Chicago found that out of 141,811 school children examined, 88,342 had defective teeth and oral conditions so serious as to require immediate treatment.

The new Theodore Roosevelt high school now under construction at St. Louis, Mo., is to be equipped with the ozone system of ventilation which makes possible the replacing of the air once in every five circulations. The air can be renewed twice every hour with as good results as when it was renewed ton times on hour sults as when it was renewed ten times an hour. The system is also economical, since one-third as much heat is used to keep the building warm.

The ozone system is at present used in five of the schools which are equipped with various forms of the new climate producing plant.

The Roosevelt school will operate on 1,000 tons of coal a season, as compared with the Cleveland and Soldan schools, each smaller in size and consuming 2,200 tons. The Central High School, with an old heating plant, consumes 2,500 tons of fuel during a school season.

-Creston, Iowa, has created a child welfare department in connection with the schools with Mss Mabel Guthrie as the school nurse.

Monrovia, Calif. A number of fullnurses has been employed to have charge of the

medical examinations of pupils.

—New York, N. Y. Because of difficulties encountered in the control and administration of dental clinics in school buildings, the board has considered the advisability of discontinuance. The action was taken upon the recommendation of Dr. John A. Ferguson, who reported against the clinics following an investigation of those already installed.

-Yakima, Wash. The schools have resumed the distribution of milk to undernourished children, with the purchase of 700 half-pints under an arrangement authorized by the board. The milk is purchased from a local creamery at three cents a half-pint and the cost is borne by the proceeds of a high school lecture course. The cost of the milk is estimated at between \$200 and \$200. \$600 and \$700.

-Rockford, Ill. The Rockford Teachers' Club has financed the erection of a fresh air camp conducted by the Anti-Tuberculosis Society for undernourished children. Six cabins have been

erected by different organizations.

—Miss Winifred Tracy, of Elgin, Ill., has become supervising nurse at Oak Park.

—The state department of public health of Illinois announces that a special bulletin on the prevention and control of diphtheria has been completed. Space has been given in the bulleting the pulleting of the pul completed. Space has been given in the bulletin to a discussion of the practical use of toxinantitoxin and of the Schick test.

—Dr. H. T. Clay has been appointed school physician at Grand Rapids, Mich.

—The city health department of New York

—The city health department of New York City has received an appropriation of \$25,000 from the board of estimate with which to fight diphtheria. A bureau will be established which will work to prevent diphtheria by Schick testing and toxin-antitoxin inoculation. It is claimed that the procedure last year saved 300 lives and reduced the number of cases by two thousand.

—The village of Shorewood, a suburb near Milwaukee, Wis., has put into successful opera-tion a plan whereby the prevalance of communicable disease has been greatly reduced and school attendance has been increased. Children suspected of having communicable diseases are immediately excluded from school and isolated until a diagnosis can be made. Until a is reached, the child's home is placarded with a card showing that a certain disease is suspected. The idea of isolation first and diagnosis afterward has proved successful even though it involves considerable inconvenience.

—An open air school for children whose health has been impaired in indoor classrooms has been established at Atlanta, Georgia. The junior league has offered a substantial sum toward the erection and maintenance of the school.

-Ten clinics for the prevention of heart disease among children have been established in congested sections of Philadelphia by the health department of the city. The work will be conducted by physicians of the division of child hygiene under the direction of Health Director Furbush. Children susceptible to heart disease by reason of a contention disease. by reason of a contagious disease, are examined by physicians. An educational campaign among school children and parents has been begun.

-A new step in health conservation has been taken in the Hastings, Nebr., schools this year. In addition to the work of the school nurse, who examines all pupils, a complete and thorough examination is being made of each high school boy and girl before they are allowed to continue work in the gymnasium or engage in athletics. This work is being done under the direction of the school nurse with the help of six of the lead-ing physicians of the city. Scales have been placed in all buildings.

—The Florence, S. C., school board has em-

ployed for the first time a full-time nurse and

a part-time physician.

—Wilkes-Barre, Pa. Dr. Nathaniel Ross has been elected chief medical inspector of the city schools at a salary of \$1,200. Dr. K. Dutcher has been reelected full-time dentist of the dis-

—Galesburg, Ill. An open air school for un-dernounrished and anemic children has been established for the new school year. The board of education will furnish the teacher and the local welfare association will provide the cots, suits, meals and attendant.

—An auditorium-gymnasium has been added to the high school building at Port Townsend, Wash. Ownig to financial pressure the school board was unable to provide this utility. A community committee, however, raised \$5,000 by subscription. Of this sum \$3,000 was secured in cash and the balance, \$2,000, through the sale of \$50 bonds, non-interest bearing, payable at the rate of one-tenth each year. The high school student body, under the supervision of the school board, has become responsible for the redemption of the bonds. The building, which is 50 by 105 feet, was constructed by the manual training classes, together with other manual training classes, together with other volunteer labor. The building is said to be





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Every one admits that correct lighting, ventilation, and desk equipment have a vital effect on scholarship. But what about floors?

But what about floors?

Floors are just as important as these other factors. A hard, rasping floor is very tiring. The noise from them is distracting, and prevents best efforts by teachers as well as pupils. A floor that is dusty, or that has cracks, is impossible to keep clean, and is detrimental to health.

Overcome all these serious common faults by laying T-M-B Flooring over all school floors, in class rooms, assembly rooms, corridors—everywhere.

T-M-B Floors are highly sanitary, having no seams or cracks. They have a dense, dustless texture that is noiseless and warm underfoot. Their resiliency makes them restful to walk on. They will not show wear for many years, and can

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Our equipment is most simple, economical and reliable.

We can supply the needs of the small school as well as the large one, at prices in proportion.

There is no reason why your school should not have a suitable system of this kind.

Some users: Board of Education, Philadelphia, Pa., 125 installations;

Board of Education, Baltimore, Md., 15 installations; Board of Education, Butte, Mont., 7 installations;

Board of Education, El Paso, Tex., 5 installations; Board of Education, Durham, N. C., 2 installations.

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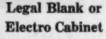
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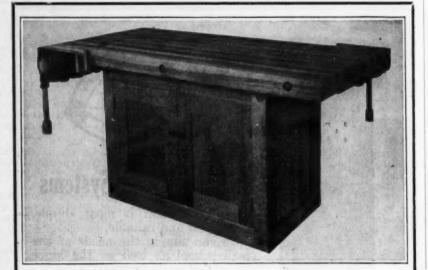


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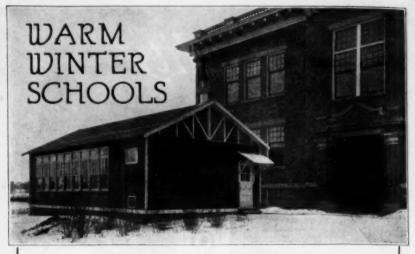


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Mr. J. M. Edman, superintendent of schools at Geneseo, Ill., died suddenly in August, while working on a thesis at the University of Chi-

-Mr. James D. Darnall has been elected superintendent of the graded schools, in addition to holding the office of principal of the Geneseo Township High School. The schools have been consolidated under one head, with Mr. Darnall as superintendent.

as superintendent.
—Supt. Peter A. Mortenson of Chicago, has recommended the appointment of Mr. William B. Owen as Assistant Superintendent of Schools, and Principal of the Chicago Normal College ex-officio. The assistant superintendent is to have charge of teacher training before and after appointment, and the preparation and revision of the courses of study. revision of the courses of study.

-Mr. H. Ambrose Perrin, of Jacksonville, Ill., has been elected superintendent of schools at Decatur, to succeed Mr. J. O. Engleman.
—Mr. E. E. Kuntz, of Lansford, Pa., has been

elected supervising principal of the schools at

East Stroudsburg.

—Mr. John Thalman, superintendent of schools at St. Joseph, Mo., has been made a life member of the National Education Association by unanimous vote of the members of the St. Joseph Division of the Missouri Teachers' Association of which he is president. The action indicates the fine spirit of cooperation which has existed in the St. Joseph schools during Mr. Thalman's administration as superintendent.

-William McAndrew, associate superintendent of New York City, was elected president of the Council of Superintendents of the State of New York. Superintendent Roy B. Kelly of Lockport was elected vice-president and Superintendent Erle L. Ackley of Johnstown, secretary-treasurer.

-Dr. Margaret Schallenberger McNaught has resigned as commissioner of education for California. It is stated that she and Mr. McNaught will go to Europe after January first.

—Mr. A. O. Bowden, formerly head of the education department at Baylor College, Belton, Tex., has been appointed as president of the New Mexico Normal School at Silver City.

—Miss Charl Williams, former president of the National Education Association, has resigned as superintendent of schools of Shelby County, Tenn., to become field secretary of the associa-

tion which she served as president.

—Mr. J. J. McConnell, formerly in charge of the teachers' placement bureau of the Iowa Department of Public Instruction, has been appointed Director of Vocational Education for the state. Mr. McConnell succeeds W. H. Bender and McConnell succeed The new appointee has a long and splendid record as an educator, having served for 25 years as superintendent of schools at Cedar Rapids. He was at one time head of the De-partment of Education of the State University.

—Mr. H. B. Cowles, of Houston, Tex., has been elected superintendent of schools at Dick-inson. The election of Mr. Cowles brings to an end a deadlock which has existed for some time among the members of the board of trustees over the appointment of a head for the local school system. Mr. Cowles is prominently con-nected with the educational activities of the state and his selection meets the approval of school patrons.

—Karl Hanson, formerly superintendent of the Roland Consolidated school district has been elected to the superintendency of the Tama, Iowa, schools.

F. W. Stoler has entered upon his fifth year superintendent of the Alexandria, Ind., nools. During this period he has centered his schools. During this efforts in improving the high school plant and quality of the teaching force.

—H. R. Edwards of the Crosby-Ironton schools, Minnesota, was elected superintendent of the South Milwaukee schools.

-The salary of Supt. Robert L. Harris of Columbia, Tenn., has been raised to \$3,000 per annum. This is an increase over the amount annum. This is an increase over the amount formerly allowed of \$500 per annum.
—Supt. J. B. Layne of Comanche, Tex., is

serving his fourth year as head of the school

Mr. Layne's office is now located in system. the new high school which has been completed at a cost of \$100,000.

Mr. J. W. Gowans has assumed his duties superintendent of schools at Hutchinson, Kans.

—Mr. E. H. Ray, assistant state superintendent of schools of Indiana, died at Indianapolis the latter part of September after an extended illness. Mr. Ray was formerly a high school principal at Marion, Ind.

—Mr. M. L. Combs, superintendent of schools of Buchanan County, Va., has been elected assistant state supervisor of high schools.

—Mr. James A. McGuffin has resigned as secretary of the California State Teachers' Association. Mr. McGuffin has returned to Freezo

sociation. Mr. McGuffin has returned to Fresno where he has resumed his duties as principal of the Jackson School.

of the Jackson School.
—Supt. Harold F. Hughes of Fresno, Calif., has been granted a year's leave of absence in order that he may take advanced work at the University of California. While in Berkeley, Mr. Hughes will act as principal of the Columbus School. His afternoons, evenings and Saturdays will be given to study at the University.

-Mr. V. L. O'Connor has assumed his duties

as superintendent of schools at Argo, Ill.

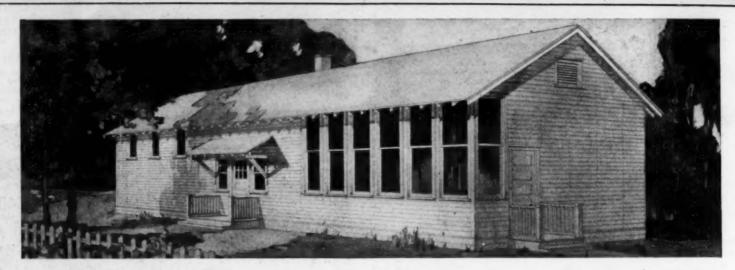
—Wilmot G. Whitford is serving his seventh year as superintendent of the Roslyn, Washington, schools. John E. Morgan has been president of the school board continuously for eight years.

—A. C. Strange was reelected superintendent of the Astoria, Ore., schools for a period of three years at \$3,600 a year, plus \$600 for traveling and automobile expenses. Principal V. D. Earl was reelected at \$3,000 and Principal J. W.

—Victor M. Davis, a graduate of the University of Tennessee, and a graduate student of the University of Chicago, has resigned his work as head of the history department of the Raleigh high school, and has accepted the prin-

cipalship of the Greenville, N. C., high school.

—Montgomery Smith, who was for seventeen years superintendent at Goshen, N. Y., assumed charge this year of the Hudson, N. Y., schools. He succeeded Charles S. Williams, who was superintendent for eighteen years.

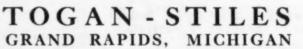


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-Two women are candidates for the position of State Commissioner of elementary schools for the State of California. The position, which is one of the highest ever awarded a woman in the State, will become vacant January 1, when Mrs. Margaret McNaught, who recently resigned, will leave for Europe. The office carries a salary of \$4,500 per year. The candidates for the coveted office are Mrs. Elizabeth Hughes of Oroville and Mrs. Grace C. Stanley of San Bernardino.



At Kenmore, N. Y., E. R. Linklater has been elected to the school board. Eugene Crow was elected president of the board for the sixth consecutive term.

. B. Reed was elected president of the Peoria, Ill., school board to succeed Dr. George W. Mitchell, resigned.

At Sandpoint, Ida., J. A. Fitzwater and H. At Sandpoint, Ida., J. A. Fitzwater and H. H. Taylor are newly elected members of the board of education. Mr. C. E. Neuman has become president and W. S. Finney succeeds himself as secretary to the board.

—M. H. Nickelsen, clerk school district No. 3, Hood River, Ore., has just been elected for the twenty-sixth time. In point of service he is the oldest official in the county.

—Hon. W. T. Carrington, former state superintendent of public instruction of Missouri, and later President of the State Teachers' College

later President of the State Teachers' College at Springfield, is now residing in Jefferson City,

Mo., where he has been elected a member of the local board of education.

—Mr. J. G. Ludlam, secretary of the school board at Lincoln, Neb., has been given a three-year contract, at a salary of \$5,000 a year.

Mr. Ludlam has held the position for the past

six years.
—Mr. E. A. Thomas, for 23 years secretary of the school board at Spokane, Wash., died

suddenly at his home on October 17. Mr. Thomas resigned from the office a year ago be-

cause of failing health.

—Mr. R. M. Milligan, commissioner of school buildings at St. Louis, Mo., has been reappointed for a term of four years, at a salary of \$9,000 per annum

Educational Progress in California.

Will C. Wood, state superintendent of the California schools, recently said:

"In 1888 there were but eight high schools in California Schools."

in California. Now there are more than 350. In 1913 there were only 48,000 pupils in our high schools. Now there are 235,000. Education costs more because it does more. years back education was almost wholly academic, now it is largely vocational. He emphasized the point that this demand for broadening the scope of education came from the public and not from the teachers. California schools now cost the public around \$16 per capita annually, but, he challenged any one to point out anything that it is desirable to cut out. Besides, the increased cost is more apparent than real. In 1911 the cost of education in the United States was \$4.86 per capita. Now it is \$10, but in 1913 \$4.86 would purchase as much as \$10 will now. We are now educating three types of intelligence, the social, the mechanical and the academic, where formerly we educated the academic type only. He argued earnestly that the child whose type of intelligence, the social type of intelligence types of intelligence types. gence is social or mechanical, has as much right to education, as though his type was academic."

#### IOWA'S CAMPAIGN AGAINST ILLITERACY.

The Iowa State Teachers' Association makes the following recommendation towards curbing illiteracy:

First: That illiteracy should be defined; it would seem that for practical purposes a person who is not capable of reading discussions in newspapers with a reasonable degree of understanding is illiterate.

Second: That there should be a census of illiterates. Third: Some method should be devised for

determining how many among the persons classified as illiterates are sub-normal and incapable of being taught.

Fourth: That this matter should be taken over and handled as a state problem and not as a local problem, using, however, local machinery to do the work.

Fifth: The state illiteracy commission appointed by the governor should be definitely organized in order that it may function.

Sixth: The prerequisites to citizenship ought

to be the ability to write and read understand-

#### ENROLLMENT IN THE PUBLIC SCHOOLS OF BIRMINGHAM, ALA.

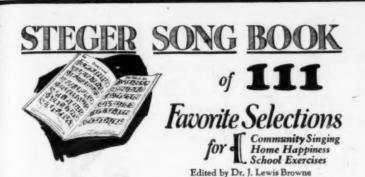
The public schools of Birmingham, Ala., began the school year 1922-23 under conditions somewhat more favorable than those existing at the close of the 1921-22 session. The enrollment for the first week of the new year, as compared with the first week of last year, was as follows:

	Enroll-	Enroll-	In-	In-
	ment	ment	crease	crease
	Last	This	in	Per
	Year	Year	Pupils	Cent
White Schools-				
Elementary	17.355	17.497	144	0.8
High	3,962	4.627	665	16.8
		-		-
Total	21,315	22,124	809	3.8
Negro Schools-				
High	706	840	134	19.0
Elementary	10,196	10,604	408	4.0
Total	10,902	11.444	542	5.0
Total Schools-	20,002	11,111	UTL	0.0
High	4.668	5.467	799	17.1
Elementary	27,549	28,101	552	2.0
Liementary	21,010	20,101	002	2.0
Total	32,217	33,568	1,351	4.2
37 0 .		0 1 1	* * * . *	

New System of Schoolroom Lighting.
Louis Cowles, a San Francisco, Calif., architect, has devised a new system of lighting for one-story school buildings. He places his windows on the north and south sides of a building near the coiling and sufficiently high to be above. ear the ceiling and sufficiently high the eyebrows of the pupil.

He says: "I have an improved plan, system or combination, which gives the best of clear steady light from the north or its equal, all day long (the usual way is half the time), yet admits sunshine, reflected to the ceiling first so being tempered and turned into top light.

"And all the light used comes from well above the eyes of pupils, which protects them from all kinds of light coming in on their level."



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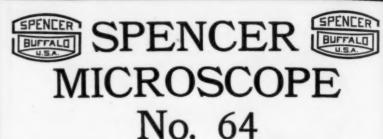
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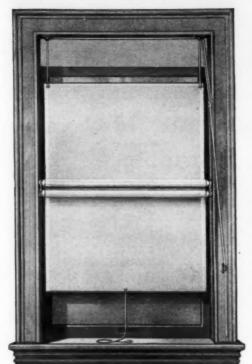
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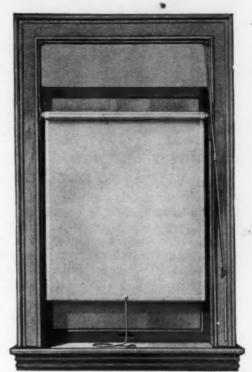
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## REGULATIONS GOVERNING GRADUA-TION.

The school board of Fairport Harbor, O., has adopted regulations governing graduation from the senior high school. The regulations have received the approval of the State Education Department and are in full force for the current year for the first time. The rules read:

I. (a) Candidates for graduation must have completed twelve standard senior high school units, among which are two majors comprising three units of English and three units of history and social science; also two majors comprising two units of Spanish, two of mathematics, two of science, two of commerce, two of manual training and drawing, two of home economics, and two of music. A sufficient number of additional units may be added to total twelve units.

(b) Two of the twelve units, if standard, may be earned in the junior high school.(c) Must have fulfilled all obligations to the

school and must be in good standing as regards conduct.

II. To be classed as a senior, a student must

have the following qualifications:

(a) At the beginning of the senior year, the student must have seven hundred high school

(b) At the beginning of the second semester of the senior year, students are classified as ranking or non-ranking seniors. To be classified as ranking senior, a student must have fulfilled all obligations to the school, must be in good standing as regards conduct, and must during the second semester, receive marks for each six weeks totaling not less than two "F's" and three "G's" or better if carrying five units of work; or one "F" and three "G's" or better if carrying fewer than five units of work and must receive "G" in conduct.

From the beginning of the second semester, all seniors complying with the regulations will be designated "ranking" seniors, and will be graduated without rank examinations.

III. Other seniors will be graduated upon complying with the regulations in section one, by completing the necessary subjects in the usual manner.

IV. Any student not a senior who satisfactorily earns credit as outlined in section one, may be graduated at the first commencement thereafter.

#### THE BRIDGEPORT SCHOOL BOARD RULES.

The school board at Bridgeport, Conn., has prepared a new set of rules, the result of months of study and deliberation at the hands of a committee consisting of Lyn W. Wilson, Howard Speer and Mary E. Cutting.

While a new set of rules embody many of the old, the whole plan is predicated upon the thought that the school board is a legislative body, which delegates power to executive de-partmental heads, and since that body consists of six members only, that all business come be-fore it instead of traveling through committee routine.

Six departments (1) elementary schools, (2) secondary schools, (3) supplemental and adult education, (4) census and vocational guidance, (5) health and hygiene, and (6) operation, are to be established.

The report of the committee says:

"The object of this departmental organization is not to break up the system into isolated parts, but rather to bring to them under unified control the most closely related activities; and to establish and make clear the responsible relationships of every one in the system toward his work and associates. Through the medium of the superintendent, the educational leader and executive head of the whole system, every department must be made to work in active harmony, in helpful cooperation with each other."

The status of the superintendent remains the same. His is the power to initiate, recommend and suggest on all matters of a professional

character. It remains with the board to digest, deliberate and determine. He will, however, no longer control the financial department.

#### LAW AND LEGISLATION.

The attorney-general of the state of Washington has decided that: "A teacher who has earned money at other employment during the period schools were closed on account of an epidemic of influenza is entitled to full com-pensation during the closed period if he held himself in readiness to resume teaching upon the reopening of school and did resume teaching when school reopened. A teacher who was ill during a portion of the closed period is entitled to full compensation if he was able and willing and did resume teaching upon reopening of and did resume teaching upon reopening of schools. A teacher who absented himself from the district during the closed period is entitled to full compensation if he was ready to resume teaching upon the reopening of school."

-A recent opinion rendered by the supreme court of Illinois upholds the so-called community high school district. The case was carried up from Stark County. After the people have voted to build a high school and the district has sold bonds for that purpose the project can no longer be assailed legally.

-In an opinion recently handed down to the Board of Education of San Francisco, City Attorney George Lull held that Superintendent Roncovieri has the right to appoint deputy superintendents up to the time of his retirement,

which will be next January.

The question was raised by the fact that the terms of Miss Bertha Roberts and R. H. Webster, deputy superintendents, have expired and they had been recommended for reappointment by Roncovieri for another term, of four years. Before confirming the recommendation President F. Dohrmann requested the opinion in order to be advised what effect the passage of Charter Amendment No. 37 had had in this regard.

Attorney Lull declares that Charter Amendment No. 37 provides that the present Super-intendent of Schools shall hold office until his elected term of office had expired, and also that "He shall exercise all of his existing powers and duties to the end of his term in the same manner and to the same extent as if this amendment had not been passed."



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## THE VILLAGE SUPERINTENDENT AND THE YOUNG TEACHER.

(Concluded from Page 84)

can help them by calling attention to certain circumstances, and starting their minds working in a certain direction.

If the teacher's attention is called to the fact that certain forms of seat work which her pupils are doing are of little educational value, it will not be necessary to tell her what she shall do to improve matters. She can do that better herself once she realizes the need of a change. The real trouble in the first place lay in the fact that she did not realize that it was weak. It will not be necessary even to tell her that the seat work is weak. If we do she is apt to resent it. All we need to do is to start her to thinking of the aims which the various forms of seat work are supposed to effect, and of the efficiency with which her particular seat work is carrying out these aims.

Most crises in discipline would have been avoided if the teacher had realized the significance of the first little acts of insurbordination and disorder when they first occurred. If they had been noticed, she could easily have checked matters in the beginning. The problem of discipline did not present itself to her mind for solution until it had become such a tremendously difficult one that she could not solve it. The biggest service that a superintendent could have done for that teacher would have been to call her attention to the fact that acts of certain students in her room were of such importance that her attention be fixed on them.

Buoyancy versus Despondency.

Almost as much as she needs guidance, does the new teacher need encouragement in her work. A buoyant, cheerful, confident teacher even though her technique is poor is a better teacher than a despondent, discouraged young

woman whose methods are perfect. Whenever any of my teachers do anything well, I tell them about it. I know how much better my own work is for a week if some one gives me a word of appreciation. Even a teacher's poor work can be corrected often by congratulating her that unusual day when she accidentally does the thing right. Of course there is such a thing as praising a teacher so often that praise does not mean anything, but I would rather do that than nag so often that nagging ceased to mean anything.

If we make our selections with care when we elect new teachers, if we take pains to start them out right, and then stay constantly at their side to mark the danger points, and direct them in the paths of most solid achievement, we shall have work of a high quality accomplished in our school even though the members of our faculty be young in years and experience. We shall experience too that greatest of all joys of a schoolmaster, the feeling when we enter one of the classrooms of our school that both teacher and pupils are a little happier because we are there.

#### SCHOOL ADMINISTRATION.

The all-year school plan proposed in New York City is strenuously opposed by the Teachers' Interest Organization of that city. "It is inconceivable that a child shall attend school all year," said Mr. Rozelle, one of the officers. "When, then, shall he get his vacation? In January? Suppose there are three children in the family and each child gets its vacation during a different period of ten weeks? The hardships of such a situation are obvious."

—Pike Road, Ala. A period of time varying from twenty to thirty minutes at the close of each recitation is given to the study of advanced lessons in the junior and senior high school classes, under the supervision of the teacher of each subject. All elementary pupils have practically half time in work supervised

by the teachers of the Pike Road Consolidated School.

—Reidsville, N. C. A full-time supervisor for grades one to six has been employed for the first time this year. Six additional instructors have been employed to take care of an increased school enrollment.

## THE ROOSEVELT JUNIOR HIGH SCHOOL, ERIE, PA.

(Concluded from Page 56)

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1 Girls team room for the exclusive use of the girls athletic teams.

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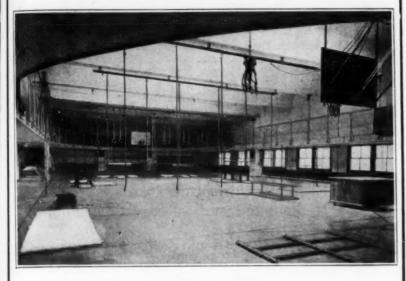
2 Locker rooms, one boys and one girls. Each locker room to be equipped with 275 individual or home lockers.

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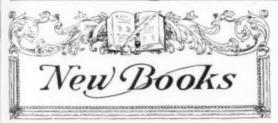
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Beginners' Modern History.

By J. B. Newman. Cloth, 160 pages. Illus-Price, 96 cents. World Book Co., Yonkers, N. Y.

This book opens about the year 1000 and carries the story of European history to the present day. Intended as it is for young students the work is exceedingly brief, and in language and treatment simple and compact. The author has a wonderful facility for describing situations and events in a few vivid words or sentences, and many of the chapters have the charm and interest of a well-told story.

The work does not appeal to us from the standpoint of history as such, or from the standpoint of teaching in American schools. So brief a book is necessarily categorical and limited in its discussion of events and periods. Contributing factors and mitigating circumstances are not stated. Men, movements and institutions are praised or condemned unequivocally. In seeking to convey the spirit and the motives of periods, of wars, and of political, religious and social changes, the author often gives a very lopsided, personal view of events and times. In places the work lacks that poise and balanced regard for facts and that unprejudiced view of debatable matters to which we have become accustomed in American history texts. Our own history is touched upon very fairly in a single chapter.

Sewing and Textiles.

By Mary Lockwood Matthews, B. S. 155 pages. Cloth bound. Published by Little, Brown Company, Boston.

This book teaches sewing and a knowledge of cloth. It begins with the sewing basket, and is an elementary treatment of the subject.

The pupil is taught with considerable thoroughness, the various kinds of stitches employed, and initiated in the various textiles likely to come under her manipulation. and garment making become the objective.

The text is arranged for use in the elementary schools.

Improving the Schools by Standardized Tests.

By Samuel S. Brooks, District Superintendent of Schools, Winchester, N. H. 278 pages, cloth bound. Published by Houghton Mifflin Com-

pany, Boston, Mass.

Intelligence tests constitute the more recent revolution in the school life of the nation.

They are bound to lift the efficiency of classroom labors to a higher notch, and to that end are universally accepted by school men. But, while there are tests and tests with no finality as to which and what is entitled to universal

acceptance, progress is constantly being made. Dr. Brooks is now making a contribution to the subject which deserves the attention of the school public. He not only presents a careful study in standardized tests, but also follows that study with practical application of such tests.

The first half of his book deals with his own

approach to the subject and the manner and approach to the subject and the manner and the results of tests personally made. He described the meetings with his teachers, the practical operation of the tests made, and the aids and lessons employed. The results are fully presented in tables and charts.

A discussion of the uses of intelligence tests, in seeking eliminations and corrections in methods of teaching, receive therough attention at

ods of teaching, receive thorough attention at the hands of the author and constitute the more valuable part of his book.

Fundamentals of Business English.

An elementary textbook for use in high schools and commercial schools. By Marion Stone Holzinger. Cloth xii, 260 pages. World Book Company, Yonkers-on-Hudson, New York.

New books on business English, or English for those employed in the channels of business, have been a somewhat frequent event in recent years. And yet every new book seems to get few notches nearer a distinct need in the business world.

Whether the young people who enter upon a business career come illy prepared, or whether

business itself has the tendency to blunt the observance of accuracy in the employment of language, the fact remains that the commercial world from time to time requires and accepts instructions in the use of the English language.

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King Henry the Fourth.

Introduction and notes by Henry Norman Hudson. 159 pages, paper bound. Published by Ginn & Company, Boston.

The appearance of this attractive volume is the first of a new Hudson series of Shake-speare's works. The text has been edited and revised by Ebenezer Charlton Black.

The value of the presentation, aside from the text itself, which requires no comment at this time, lies in the comprehensive introductory which accompanies the text, the chronological chart and the index. The paper, printing and hinding are avecellent. binding are excellent.

The Bureau of Mines.

By Fred Wilbur Powell. Cloth, 162 pages. D. Appleton & Co., New York, N. Y.

This book is a simple authoritative statement of the history, organization and present activi-ties of the U. S. Bureau of Mines. An appendix contains the laws under which the bureau op-erates, a financial statement of the bureau, and a bibliography.

Secrets of the Stars.

By Inez N. McFee. Cloth, 286 pages, 8 mo. illustrated. Price \$1.60 net. Thomas Y. Crowell Co., New York, N. Y.

In popular language the author takes reader into the domain of astronomy, tells him all about suns and stars, their movements and their peculiarities. The reader is told in an in-teresting manner what stars really are. The sun is next described in a chapter that is rich in authoritative quotations, and then mother earth receives adequate attention.

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By Grace T. Hallock and C. E. A. Winslow. Cloth, 208 pages, illustrated. Charles E. Merrill Co., New York, Chicago.

Co., New York, Chicago.

The authors have amplified the title of this book by adding the sentence "How children may become citizens of the land of health by learning and obeying its laws" and then they proceed in a series of delightful stories to impress the child mind with the value of health. These stories exalt fresh air, sunlight, clean bodies, solid muscle, wholesome food, sufficient sleep, proper clothing, etc., etc. The book is also provided with a series of exercises and games designed to make for health and physical strenth.

strenth. Our Wisconsin.

By E. G. Doudna. Cloth, 196 pages, illustrated. Eau Claire Book & Stationery Co.,

Eau Claire, Wis.

This is a school history of Wisconsin. It is arranged in textbook form and suited for the grades as well as the high schools. Each chapter is supplied with a series of questions.

The author has emphasized the exploration and pioneer period of the state. The beginnings along governmental lines and the earlier racial characteristics of the state are well treated. The civil and world war also receive adequate attention. There is also an interesting chapter, on the growth of the states' educational interests.

The book confines itself to the more important data and events in the evolution of the state, from the earliest period to the present time, hence, is necessarily compact in scope and treatment. It will serve its purpose in a most acceptable manner.

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First Principles of Advertising.

By Wilbur D. Nesbit. Cloth, 111 pages.

Price \$1. The Gregg Publishing Co., New York,

Chicago, Boston.

This book might well be titled the "psychology and mechanics of advertising." It not only outlines briefly the history of advertising, its uses and value, but concerns itself more largely with the thought essence and manner of advertisement construction. It is in reality a textbook for those who wish to engage in the writing of advertisements.

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By Samuel F. Tower and Joseph R. Lunt.
Cloth, 398 pages. Illustrated. D. C. Heath &
Co., Boston, New York, Chicago.

This textbook has been arranged with a twofold purpose in mind, namely, to teach the
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Loyola Book of Verse.

By John F. Quinn. Paper, 283 pages. Published by the Loyola University Press, Chicago,

Nearly two hundred selections are included in this carefully edited compilation for college classes. To make detailed study of poetic forms easier the narrative and lyric poems, the sonnets, odes, and French forms and the humorous and light verse are grouped. It is interesting to note that widely admired selections from the classic English and American poets are supplemented by poems from present-day poets who deserve greater recognition than this industrial age—even in education—gives them.

The Little Grammar.

By E. A. Cross. Cloth, 148 pages. The Atlantic Monthly Press, Boston, Mass.

This book appeals to us as a strong teaching book. Addressed as it is to children in the junior high school, it limits itself only to principles which will be used by the students in every-

day speech and writing. The arrangement in lesson form is simple and helpful. The illustrations of principles are interesting and clear; drill and review matter is ample for the average class; and the supplementary principles and facts, lists of common errors, etc., are inclusive. The book is typical of the middle course in teaching grammar—sufficient theory and ample practice.

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By Earl Tower and Ernest Hesser. Paper, 136 pages. Silver, Burdett & Co., Boston Mass. This book has been prepared especially for high school use and includes three and four part selections ample for the class work and the public course. Especial attention has been given to limit the songs to such as are well within the vocal range and interpretative powers of boys under 18. The songs are chosen from a wide variety of sources and include operatic material, patriotic numbers and a few hymns. Interest is added in several songs through brief solos for the several voices and unison and two part choruses. Like all Silver music publications the book is mechanically perfect.

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By Prof. W. D. Henderson. Illustrated by Motion Pictures. Cloth, 39 pages, illustrated. United Projector & Film Co., Buffalo, N. Y.
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(Concluded from Page 102)

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#### HEART CLINICS FOR SCHOOL CHILDREN.

(Concluded from Page 51)

terms of heart disease in the adult. It must be obvious to anyone that the growing heart of a child is essentially different from the mature heart of the adult, and we may predict that such studies as are now being carried on in all the larger cities in the United States by the Society for the Prevention and Relief of Heart Disease will in the future disclose some very interesting facts, perhaps heretofore quite un-

Children with heart disease can be taken care of effectively in any open air schoolroom with other children suffering from divers conditions, especially malnutrition. And, in addition, cold fresh air is beneficial to children suffering from heart disease, provided they are dressed with the proper light and warm clothing, and have sufficient covering during the rest periods. The exercises to be taken may be given along with the exercises of the other children in the school. The physical culture teachers should be instructed to look for symptoms signalling cardiac distress. These symptoms are precisely the same symptoms that any person suffers when he performs work beyond his heart's ca-

Our observations so far have taught us many interesting things in relation to heart disease in general. The examination of a heart supposed to be the seat of disease is no mere academic exercise, and it has not for its object simply the identification of a valvular heart lesion, however interesting such an investiga-

tion may be. The duty before us is to form an opinion of the exact condition of the heart, and especially as to the structural integrity of the heart muscle and its functional efficiency. It is only by a thorough knowledge, not simply of the existing state of the valves and the muscles of the heart, but also of the processes by which a given lesion has been reached, and of any tendencies, favorable or adverse, which are in operation, whether as a result of the affection of the heart or arising out of constitutional conditions—that we are in a position to advise the patient as to what restrictions are necessary. These studies have demonstrated that progressive cardiac failure is usually due to an infectious process in the heart itself, and this idea has been sufficient to indicate the importance of eradicating any foci of infection which may be present elsewhere in the body. Such a procedure may in the future prove to be the most efficacious measure we possess for preventing cardiac failure in school children.

#### SOME PARENTS I HAVE KNOWN.

(Concluded from Page 92)

who own property. To this might be added the qualification that in order to vote one must be descended from grand parents born in America. Then we might well ask, Where is democracy? Is our government after all like so many others, one of special privilege (in general) or is it really based on a solid foundation of the square deal for all, regardless of race, creed, politics or pocket book?

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#### DETERMINING THE FITNESS FOR PROMOTION.

(Concluded from Page 54)

Checked over later.

8. Inform your pupils, from time to time, the respect in which they are not progressing as you think they should, this information to be in terms of the desired objectives mentioned above.

9. Generally speaking, organize your final examinations so as to place relatively greater stress upon the development of desired habits and appreciations, than upon the mere attainment of facts.

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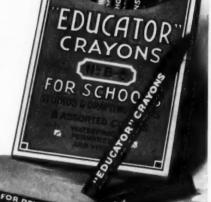
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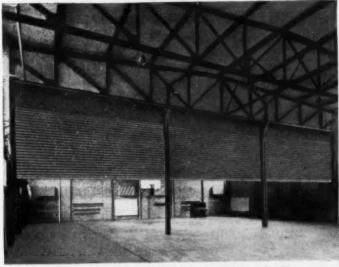
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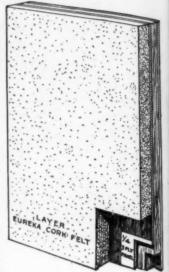
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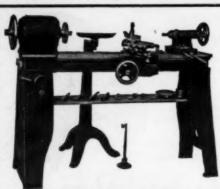
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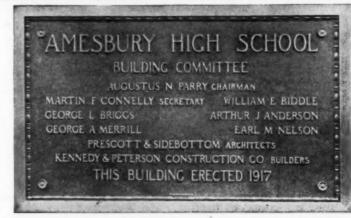


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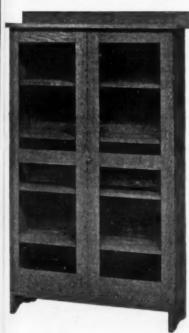
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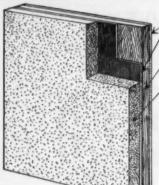
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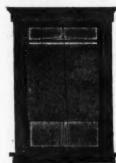
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#### Will the Board Keep Its Contract?

—The school board at Green City, Mo., has played a joke on itself through a blunder in the teachers' contracts. The contracts which were signed by the teachers were especially prepared to prevent the instructors from participating in some of the small town pleasures which are frequently indulged in by the profession. The clause which was intended to remedy the evils was as follows:

"The second party hereby agrees to refrain from dancing, or the use of tobacco in any form, or keeping company with students of the oppo-

The joke came to light after the contracts were signed and it was discovered that the "second party" was the board of education and not the teachers.

At one of the dormitories of a well-known college for women two young housemaids were comparing notes on academic life.

"Well," said Norah, dimpling, "the faculty has the brains and the college girls have the clothes, but, believe me, the maids have the looks!"—N. Y. Globe.

#### He Had Lost Out.

Once each summer the boys of a certain school on the east side of New York City are taken to Coney Island for an outing. The events of the day are a big dinner and a swim in the ocean. A teacher in supervising the swim overheard the following conversation:

"Gee, Pete, you're dirty!"

"I'll tell 'em," said Peter. "Ya see I missed the boat last year."

#### Finding His Limit.

With a sentimental leaning toward the days of his own youth, a certain business man sent his son to the college where he had himself been educated.

On arriving at the place of much knowledge the young man began to make a few inquiries. "I should like to see my father's record," said he to the head of the college. "He was here in 1890."

"I shall be very pleased to show you the record," was the reply. "But have you any special reason for consulting it?"

"Well," replied the youth frankly, "when I left home dad told me not to disgrace his record, and I only want to see how far I can go."—London Weekly Telegraph.

#### Get Him, Tige.

Dean Mortimer E. Cooley of the University of Michigan had an old bachelor friend who suddenly "up and got married" without a bit of notice to his colleagues. They were discussing it one night, says the Dean, and one fellow in particular was lamenting it as a poor match. "Whom did he marry?" asked the wag of the crowd. "Oh, some widow named Elizabeth who has two children." "Well, you're right, then," exclaimed the wag, "for all he got was a second-hand Lizzie and two runabouts."

Prof.—There's a lad with good stuff in him. Coach—Let's follow him; maybe we can find out where he got it.

Teacher—Has any one else a question? Sleepy Student—Yes; what time is it?

Student—What part of the body is the fray, Miss Smith?

Miss Smith—Fray? What are you talking about?

Student—This book says Ivanhoe was wounded in the fray.

Miss Smith (explaining to class that their next lesson will be an oral composition)—"You must be full of your subject to be able to speak well."

Boy-"My subject is going to be liquor."

#### TRADE PUBLICATIONS.

Spencer Cleaning Systems. The Spencer Turbine Company, Hartford, Conn., has just issued a new circular describing the machines and fittings developed and installed as the effective parts of the well known Spencer Central Cleaning System. The booklet is illustrated in addition with a large number of photographs in which the Spencer Cleaning Systems have been installed and which are in use. A more formidable array of buildings could hardly be imagined. They range from Independence Hall at Philadelphia to the New Hotel Pennsylvania in New York City and include hospitals, hotels, banks, post offices, state capitols, apartments, theaters, libraries, schools, country clubs, etc. Of the various types of buildings not the least impressive are the schoolhouses, which include some of the most recent in the smaller cities. The book will be sent to any school authorities on request.

"Evidence" is the title of a formidable booklet just prepared by the J. G. Wilson Corporation for distribution among school authorities and others interested in sectionfold partitions, rolling steel and wood doors, built-in wardrobes and similar products. The booklet is made up entirely of letters which have been received from satisfied users of Wilson products. A number of typical illustrations of installations in schools and other institutional buildings is included. The pamphlet will be sent without charge to any school authorities who may desire a copy.

Schoolroom Lighting.—The Engineering Department of the Holophane Glass Company, 342 Madison Avenue, New York, N. Y., has just issued a 36-page illustrated booklet entitled, "Modern School Lighting."

This booklet differs materially from the ordinary booklet in that it not only gives general information regarding school lighting, but contains complete tables of utilization constants for all conditions of room size and decorations.

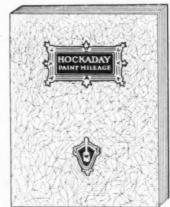
A simple form of reflectometer is included so that the reflection factor of paints ordinarily used for ceiling and walls in school buildings can be easily determined.

Cross reference tables also show the types of lighting units suitable for all school locations such as auditoriums, classrooms, drafting rooms, gymnasiums, etc.

Copies of this new booklet may be obtained by addressing the Holophane Glass Company.

"Hockaday Paint Mileage" is the title of an attractive brochure in which the Hockaday Company of Chicago devotes various uses of Hockaday paints and the application of the paints under difficult conditions and upon different materials. The publication combines in an unusual manner attractiveness and utility. It not only employs the finest in the printer's art but sets forth in a terse manner how a useful article may render a maximum of service.

The brochure tells about the special qualities of Hockaday paint and its application to various surfaces—rough and finished walls, troweled sand finished walls, reinforced concrete and cement, soft and hard brick, wall board, metal ceilings, iron or metal work, new woodwork, etc., etc. In brief, it provides practical knowledge to those using the Hockaday paints.



An array of illustrations of government buildings, hotels, schools, office buildings, hospitals and dormitories in which the company's product is successfully employed, add interest to the brochure.

Rolling Partitions for Schools. The J. G. Wilson Corp., New York City, has recently published a number of folders in the Wilson section rolling partitions which is of considerable in-

terest to school authorities. The circulars may clear the construction and use of horizontal and vertical rolling partitions which are adapte especially to heavy duty in school building Copies will be sent to any school authority or request.

What Happens in Case of Fire? The caption of this item is the title of the most interesting circular just issued by the J. G. Wilson Corp. 11 East 36th St., New York City. The circular illustrates and describes the mechanism of the Wilson Underwriter doors which are especially designed and constructed as fire stops. The illustration shows the fusible links which make the closing of the door automatic in case of fire. Copies of the circular will be sent to school authorities on request.

authorities on request.

New Oliver School Lathes. The Oliver Machinery Company has just made the interesting announcement that its line of engine lathes has been fully completed by the marketing of three new small sizes—ten inch, twelve inch and fourteen inch lathes. The new sizes are declared to be the most complete lathes of these sizes offered in the American market. They are complete in every function and contain all the features of the larger lathes. Every precaution has been taken in the selection and use of materials, in the design of bearings, headstock, gear change mechanism and other parts, and in the workmanship and finish, to make the lathes equal in quality, and service with the larger sizes. The lathes are furnished with the usual extras such as geared heads, taper attachment, follow rest, gap bed, pump, piping, extra length of bed, milling attachment, turret attachment, draw-in attachment, etc.

A completely descriptive circular, with illustrations, has been prepared and is available at the home office of the Oliver Machinery Company, in Grand Rapids, Mich.

#### BUYERS' NEWS.

Death of Pioneer Electrical Expert. Frank Adam, chairman of the executive board of the Frank Adam Electrical Co., died on September 13, at St. Louis, Mo., at the age of 84. Mr. Adam began as a watchmaker's apprentice at the age of 15. Later he engaged in the electrical business in 1870 under the firm name of Blattner & Adam, which eventually became the pioneer firm in the electrical business of St. Louis. The partnership was dissolved in 1890, when the business was organized as the Frank Adam Electric Company. The firm specialized in electrical contracting which became so successful a field that the firm finally opened a retail shop and now conducts a business which has grown to be the largest in its line in the central west.

Although reaching an advanced age, Mr. Adam was well preserved both mentally and physically and was regularly at his desk until two weeks before his death. Kindly and courteous, with a pleasing and interesting personality, he had drawn to himself a wide circle of friends who regret his passing from among them.

Offer Prize Awards. Four prizes of \$100 each have been recently offered by the American Banking Machine Corporation to schools making the best thrift report on January 10, 1923.

The awards are to be made to the school which shows the highest proportion of savings on thrift reporting day. For the purpose of classification, cities which present savings records will be designated as follows:

Class "A"—All cities in which the pupils enrolled in buildings equipped with automatic receiving tellers is in excess of 10,000.

Class "B"—Cities in which the number of pupils enrolled is in excess of 5,000 and less than 10,000.

Class "C"—Cities in which the number of pupils ranges from 2 to 5,000.

Class "D"—Cities in which the number of pupils are less than 2,000.

It is expected that cities will report 100 per cent of their school enrollment as savers and for that reason it is likely that the awards will go to cities in which the largest per cent of savers have bank accounts.

The banks of the large cities and of smaller communities are cooperating with the American Banking Machine Corporation in bringing the prize contest to the attention of schools and in making local additional awards. Thus, The Cleveland Trust Company is presenting a thrift pendant.

Further details of the contest may be had from Mr. W. L. Stickney, 404 Wrigley Building, Chicago, Ill.

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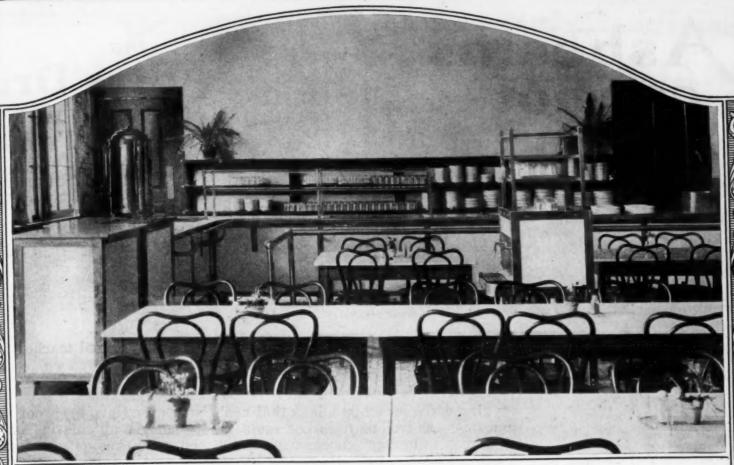
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MADISON VOCATIONAL SCHOOL, MADISON, WIS.

## QUALITY for PERMANENCE

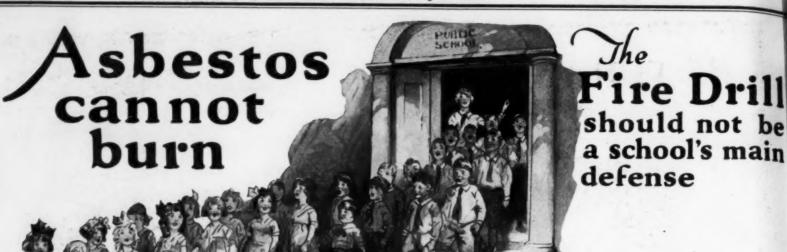
It is but natural to suppose that in the selection of equipment for your schools you will be guided by the fact that only in lasting quality is real economy achieved. Albert Pick & Company equipment gives the desired degree of permanence to your cafeteria installation because of the inherent quality that makes it the accepted standard of the world.

You should have a copy of our Book of Installations, Y131. Write for it today.

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Complete Outfitters of School Cafeterias



Too many precious lives are at stake, and an excited teacher might in the moment of danger undo months of drilling.

Keep on drilling.

But have school-buildings that can't burn up. Have fireproof siding and floors as well as fireproof roofs. You can get all this in Asbestos Buildings Company schoolhouses and at the same time get comfortable, good-looking buildings that don't have to be repaired or painted.

The buildings illustrated below are made up and shipped complete, except for foundations, of Ambler Asbestos Building Products — Ambler Asbestos Shingles, Ambler Asbestos Building Lumber and Linabestos (Flameproof) Wallboard, all materials that are absolutely fireproof and stout enough to stand the knocks that a schoolhouse must suffer. Can be speedily erected by any contractor.

These fire-safe, practical and permanent buildings provide room for the overflow of your old school building. They are ideal for lunch-rooms, work-shops, game-rooms, etc.

Send for photographic views, cost and other details, including a list of cities now using such schoolhouses. Use the inquiry coupon below.

## Asbestos Buildings Company

2013 Market Street, Philadelphia, Penna.

Asbestos Buildings Co., Dept. S, 2013 Market St., Philadelphia, Penna.

Please send, without obligation to me, information on items checked.

[ ] Details of single-room and double-room schoolhouses constructed throughout with Ambler Asbestos Building Products.

[ ] Information on the use of Ambler Asbestos Lumber, Ambler Linabestos Wallboard and Ambler Asbestos Shingles in Schoolhouse Construction.

Name and Position ....

TWO-ROOM ASBESTOS SCHOOLHOUSE SINGLE ROOM SHIPPED COMPLETE COMFORTABLE, PERMANENT, ATTRACTIVE, FIRE-SAFE EXCEPT FOR FOUNDATION

# NATURAL SLATE for BLACKBOARDS

SOME SCHOOLS IN THE STATE OF PENNSYLVANIA



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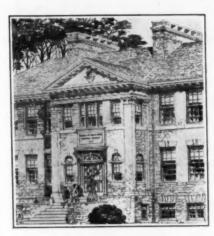
Oakmont High School, Oakmont, Pa.

D. KNICKERBACKER BOYD Architect, 1893-1919

BOYD, ABEL AND GUGERT Architects, 1920



Radner High School and Gymnasium, Wayne, Pa.



Grammar School, Brookline, Pa., Entrance.





Grammar School, Haverford Township, Entrance.



Primary and Grammar School, Rosemont, Pa.

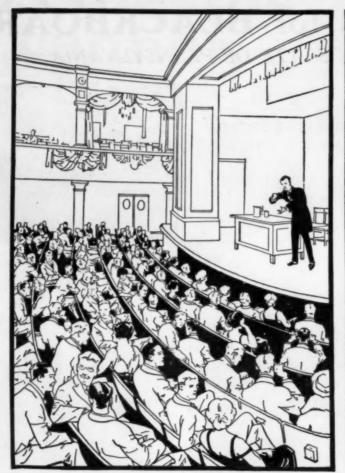
Natural Slate Blackboards were used throughout the Schools illustrated above and in all of the Schools designed by Mr. Boyd and the firm of Boyd, Abel and Gugert. Mr. Boyd says: "I have never used other than Natural Slate for blackboards in twentyseven years of practice."

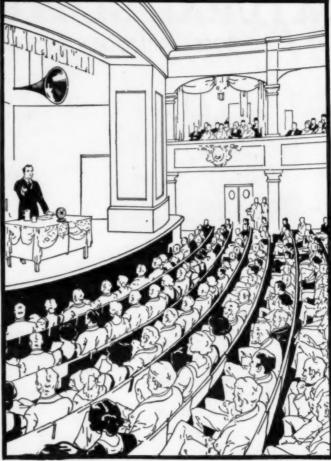
#### NATURAL SLATE BLACKBOARD COMPANY



Headquarters, PEN ARGYL, PENNSYLVANIA Mills, SLATINGTON, WINDGAP, PEN ARGYL and BANGOR







#### Personality's Value in Education

The personality of the speaker is vital in the educational value of his speech. It is dependent on the ability of the audience to hear clearly and without tiresome tenseness. If any tenseness exists it should be the result of the message he imparts, not a necessity for hearing.

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amplify the natural voice of the speaker without distortion. They enable speakers to project their personality and the clear meaning of their messages to audiences limited only by the sizes of the auditoriums.

These advantages are particularly valuable when some celebrity, for instance a guest of the city, is asked to address the student body. Speaking into a telephone at some central point like the Board of Education, he can be connected with the different auditoriums where Western Electric Public Address Systems are installed and have his personality felt and his words listened to with comfort and attention by thousands.

There is a System to meet any condition. This equipment is the product of the Western Electric Company—an organization that has been making and distributing reliable electrical communication equipment since 1869.

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Address this company at 110 William Street New York, New York

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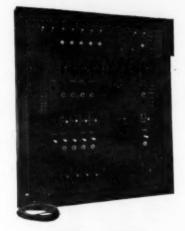
# Western Electric Company

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#### The Major System of Auditorium Lighting Control

# Fulfills Present Requirements Anticipates Future Demands





#### MAJOR SYSTEM ADVANTAGES:

Remote Control
Extended Remote Control
Cumulative Control
Pre-selection
Flashless, Noiseless
Switch Operation
Minimum Stage Space
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Experienced Design
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MUSIC HALL, UNIVERSITY OF MINNESOTA. C. H. Johnston, Architect. Chas. L. Pillsbury, Engineer. A school auditorium is a present day necessity. When properly equipped with light control it can be made a very worthy addition to the modern school. The present trend of education requires its daily use, and future demands will be met if it is properly equipped to meet even the most elaborate needs.

There is but one proper lighting control equipment for auditorium lighting. This is the Major System of Pre-Selective Remote Control, used in many of the largest and finest schools of recent construction, and in over 100 of America's most magnificent theaters.

The Major System Switchboard is of sectional construction, and a proper sized installation can be made to fit any school auditorium, large or small. In its modified forms the cost is lower than that of other safety apparatus, and it has many advantages over dead front switchboards.

The New Major System Book, "The Control of Lighting in Theaters," should be in the hands of all architects, engineers and Boards of Education interested in producing the most modern school auditorium, and will be sent gladly upon request. It contains valuable data on all forms of auditorium lighting work.

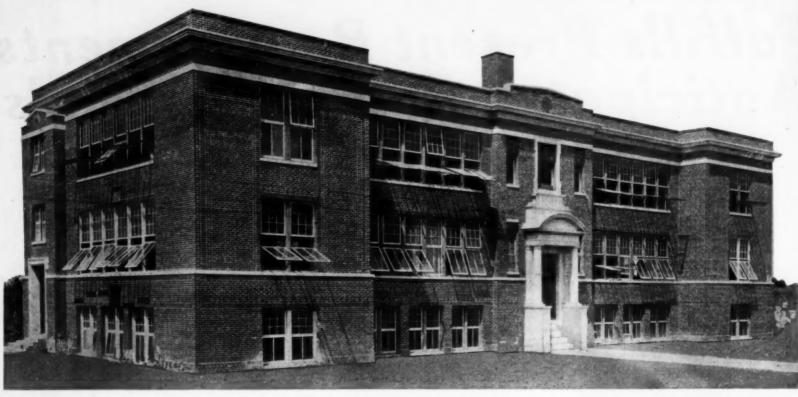


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Belmont School. Lincoln, Neb.

Fiske & McGinnis, Architects. Lincoln, Neb.

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WEIGHTLESS REVERSIBLE
WINDOW FIXTURES
MADE OF SOLID BRONZE

The above illustrations show how efficiently window groups may be arranged when the sash are installed with Kawneer-Simplex weightless, revolving fixtures, as only plain plank jamb frames and mullions are used instead of thick and bungle-some weight pockets. Many school architects have been able to obtain an additional 12 inches in width of glass area in a 10 foot window opening by using modern Simplex sash.

MANY OTHER POINTS OF SUPERIORITY. LET US SEND YOU FULL DETAILS.



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How much light is required for study rooms, halls, stairways, gymnasiums, storage rooms and other spaces?

How large should the lamps be in a room of any given type and size?

How many lamps should there be and how high should they be mounted?

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Every school official will find the book helpful. A copy will be sent you without obligation if you will use coupon.

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These are some of the presentice glass Reflector-Refractors which Holophane makes to distribute light scientifically in the school room. Each prism is shaped with mathematical accuracy to direct the light where it is needed without permitting it to shine into the eyes of scholars or teacher. Furnished with or without removable bottom plate, as illustrated.

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The plumbing specifications for our modern schools call for many little niceties and conveniences not required in the schools of 30 years ago, as many of us grown-ups remember them. But now, as then, the main need is for wear—Wear—never failing durability.

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Architects and school boards may address us with complete confidence in our experience and willingness to assist with suggestions and specifications covering all institutional requirements.

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Do you imagine for one minute that more of the big schools in the United States and Canada would be heated with Kewanee Boilers than by all other makes combined if Kewanee Boilers had not proven their leadership? Of course not.

A careful check of the big schools built during the past thirty years shows that a big percentage of them are Kewanee heated.

The mechanical equipment going into a school is a very important item. It always gets careful thought from the School Boards, the Architects and the Contractors. So the fact that Kewanee Boilers are so universally choosen and installed is the best possible evidence of quality.

A list of the big schools, Kewanee heated, will interest you. Also we have many facts and figures regarding the heating of big schools (and all other kinds of buildings) which we will gladly send you.

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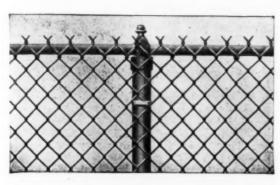
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The strongest type of protection fence made. Furnished in either steel or Armco Ingot Iron in heights of 36", 42", 48", 60" or greater. Fabric is 2" or 1½" mesh, No. 9, or 2" mesh, No. 6 wire, heavily galvanized. Each picket is interlocking, preventing any spreading of the wires. Fence is non-climbable and barbs at top of fabric give still further protection. Furnished with either a top rail, as in illustration, or with heavy lateral wire. Eine posts are tubular construction—1.9" outside diameter, spaced 8 ft. apart, of sufficient length to set 2½ ft. below grade line. End, corner and gate posts are 2%" outside diameter, set 3 ft. below grade line. Posts may also be had of concrete, as in Oak Park school fence illustrated above.

The growing frequency of accidents to school children demands positive protection in the school yard. PAGE PROTECTION FENCE combines attractiveness with unquestioned assurance of safety. It beautifies the grounds, compels respect for the privacy of the property, perpetuates the work of the architect.

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There is an expert fence-erecting organization in each of the cities listed below, that carries complete stocks of Page Fence Products and is equipped to give you prompt and efficient service in construction.

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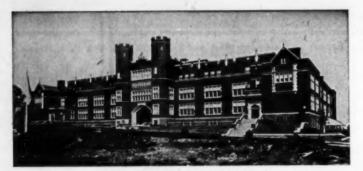
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The only wire fence made of Armco Ingot Iron



Massachusetts Institute of Technology Cambridge, Mass. Wm. Welles Bosworth, Architect



Grover Cleveland High School St. Louis, Mo. Wm. B. Ittner, Architect



High School of Commerce Springfield, Mass. Kirkham & Parlett, Architects.

The finest school buildings and educational institutions are cleaned with

# Spencer Vacuum Cleaning Systems

Where Vacuum Cleaning Apparatus has been most thoroughly tried out—where opportunities for comparison have been greatest—the Spencer has been the usual selection.

Experience has demonstrated to many school officials that they can clean their buildings more thoroughly and more rapidly with the Spencer System than in any other way. May we show you?

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The recommendations of our Engineering Department may be obtained on any cleaning problem without cost or obligation.

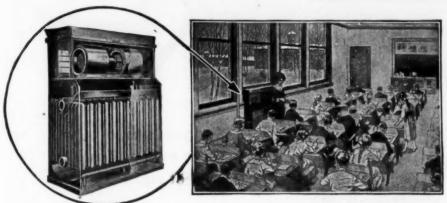


Bloomington, Ill., High School
A. P. Pillsbury, Architect



Bryan Mullanphy School St. Louis, Mo. Wm. B. Ittner, Architect





Phantom view

Fresh heated air from the window

# What the Jamestown and other school boards found out about the Univent

In 1914 the Board of Education of Jamestown, New York, made a thorough study of ventilating systems. As a result they approved and accepted the Univent idea for ventilating a school.

They did this because the Univent permitted each and every room to be ventilated independently of any other room. Instead of a system of long, uncleanable ducts and flues, each Univent took fresh air directly from outdoors, heated it, and thoroughly diffused it throughout the rooms.

This was their ideal of perfect ventilation—as simple and more positive than opening the windows—but without cold, dangerous drafts.

They found the absence of ducts saved space, lowered building costs and assured each room of its own individual supply of fresh air. When only one room was being used, only the Univent in

that room was used. This saved operating cost. So, in 1920, when a big school building program was decided upon, the Jamestown School Board installed the Univent System in five more large schools.

In 1913, Utica, New York, tried out the Univent. Today nine schools in Utica are Univentilated.

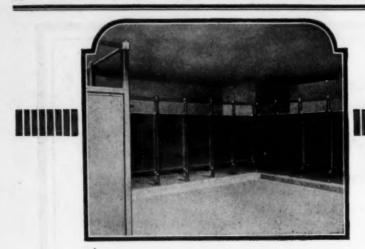
School authorities, everywhere, from New York to California say the Univent makes class room air as fresh as outdoors. This perfect ventilation increases mental alertness and decreases sick leave.

The Univent is designed for schools and all buildings requiring mechanical ventilation; it may be installed in old or new buildings.

If you are interested in better ventilation, write for free copy of our 32-page illustrated book—"Univent Ventilation."

Note to Architects and Engineers—If you will send request on your professional letterhead, you will receive a copy of our special 72-page Architects' and Engineers' Edition—"Univent Ventilation."

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Sanymetal in St. Joseph's School, Cleveland. Chas. R. Greco, Architect.

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989 E. 64th Street Cleveland, O.





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Service, when buying, and after is a consideration every purchaser is entitled to, and has a perfect right to expect.

NONCO's service is the foundation on which NONCO's success has been built. It needs no introduction. Suffice it to say, that NONCO's Plumbing Fixtures have been specified for installation on the strength of NONCO's service alone—and the goodwill and satisfaction resulting from these installations, have made for us the multitude of friends, that have helped to establish NONCO's prestige thruout the country.

NONC()\* Plumbing Fixtures have been used in schools for over 45 years.

Our experts are "always at your service", and will be glad to offer suggestions on any and all your plumbing problems.

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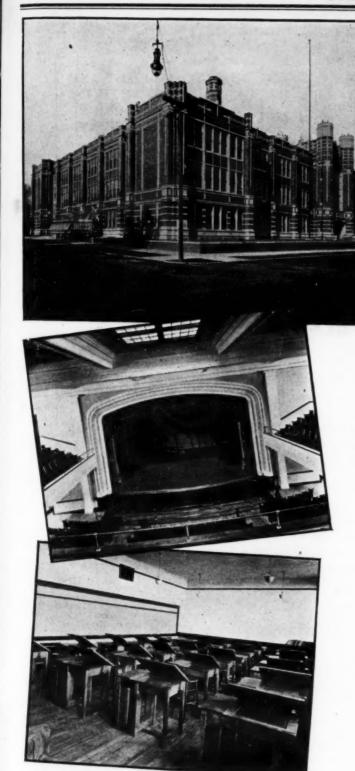
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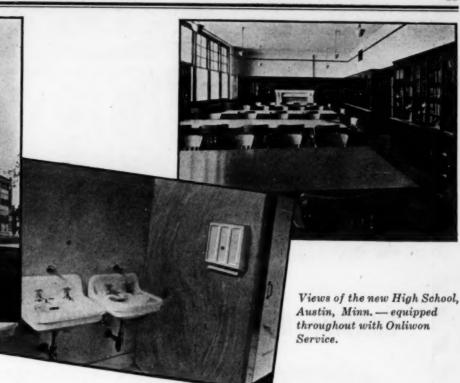


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The modern equipment of the building includes, of course—

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This sanitary toilet room service is installed in schools all over the country — West, Middle West, South, North, East. This widespread use is due to its proved sanitation and economy in every kind of public lavatory.

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ONLIWON TOILET PAPER is interfolded in a thousand-sheet package ready to insert in the protecting cabinet. This is made of durable nickel and locks to prevent waste and promiscuous handling of the contents. Economy of paper is effected by the service of just two sheets at a time.

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School Installation of

JEDARS

Here, as you will notice, the Steel Lockers are set into the walls—an ideal arrangement, as it does a set into the walls—an ideal arrangement, as it does a set into the walls—an ideal arrangement, as it does a set into the walls—an ideal arrangement, as it does a set into the walls—an ideal arrangement, as it does a set into the walls—an ideal arrangement, as it does a presents a dignified and orderly appearance. Our Engineering Department is at your service. Illustrated Locker Catalog on request.

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Simple in construction and silent in operation, the HEATOVENT is always ready to serve you. It starts by pressing a button and stops the same way.

The HEATOVENT is of simple, artistic design, finished to harmonize with any interior. The cabinet encloses a steam coil and a pair of small slow-speed Multiblade Fans. The fresh air is drawn into the cabinet, tempered to seventy degrees Fahrenheit and then diffused into the room through louvres near the top of the cabinet.

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The HEATOVENT is built in four sizes having maximum capacities of 900, 1200, 1500, and 1800 cubic feet per minute; or designed to supply thirty, forty, fifty or sixty adults in accordance with the ventilating code. All fresh air ducts and flues are eliminated by installing HEATOVENT. It may be installed in front of the window or against any outside wall with air intake through the wall.

Buckeye Heating and Ventilating equipment means highest quality equipment with Super-Service furnished at all times. Our engineers will gladly cooperate with you in solving your heating and ventilating problems.

Our Service Department is for the purpose of assisting Architects, Engineers and School Officials. Why not use it? Write for catalogue and prices.

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Appearing in the Saturday Evening Post December 16

# Greater support for school art

Above is a reduced size reproduction of the American Crayon Company's Saturday Evening Post page of December 16th. It is the second of a series of announcements dealing with the value of art in the child's education.

The purpose of this series is to show parents that school art occupies a place of very practical importance in the life of the community and that it brings direct returns.

The December announcement points out that art is one of the school's primary means of developing the child's powers of observation, understanding and memory, which in themselves are the foundation for clear thinking.

When more American parents realize that the study of art in the schools is something more than a pastime—a matter vital to the building of the child's character and therefore to the welfare of the home and community—a more active support of this subject may be expected. Prominent edu-

cators have expressed their appreciation of this plan for bringing about a more general recognition of the practical value of art education

It is hoped that these Saturday Evening Post announcements will help toward a greater nation-wide development of art in the schools.

The second number of EVERYDAY ART is now being issued. This publication, which is part of the plan to broaden the scope of American school art, should be of interest to every art director, teacher, school superintendent and school board in the United States.

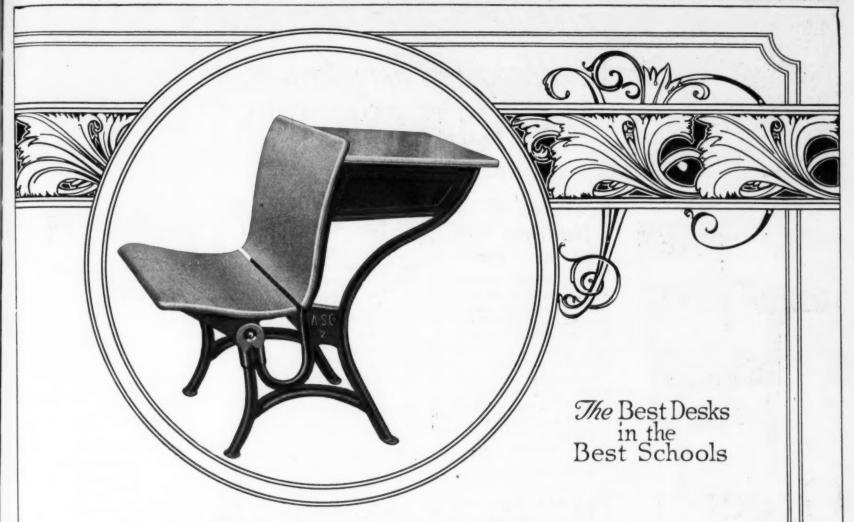
We want you to consider the pages of EVERYDAY ART open to you for the discussion of art questions. Through your contributions and those of others interested in this subject, school art should take on an added significance and a new growth. Send now for this month's issue.

#### THE AMERICAN CRAYON COMPANY









#### American Tubular Steel Combination Desk

The true test of a desk is in the service it renders. American Tubular Steel Desks will outlast, and at the same time afford a degree of satisfaction unapproached by any other Combination Desk. More than a million in satisfactory use.

Send for illustrated Folder "T"



#### MODEL A-TYPE X

This desk meets every requirement of the class room. While affording the utmost strength and rigidity in all its parts, it is not heavy and can easily be moved by the pupil.

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#### Features of Number 304

Full shaped conforming back.

Wide elbow support outside the line of back post, permitting unobstructed arm movement.

Tablet Arm attached to back post with special pressed steel bracket.

Built throughout of selected white oak, using tried and proven methods of chair construction.

Equipped with steel glides, "Domes of Silence."

Illustrated descriptive folder and name of nearest distributor promptly sent on request.

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Five Designs-One Standard of Quality.

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Teachers' Desks
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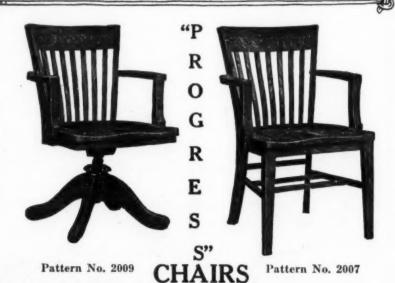
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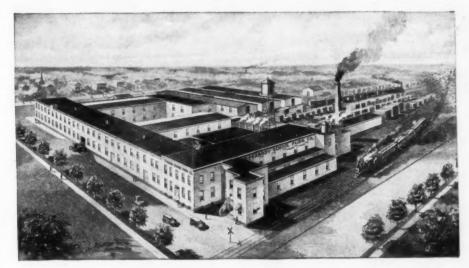
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Noiseless Folding Seat. Semi-Steel Standards.



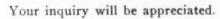
SANITARY ADJUSTABLE DESK.
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The home of Peabody Products. A modern plant, operated by an efficient industrial family. Twenty years' experience in the manufacture of high grade School Furniture. Every article sold with a guarantee to give complete satisfaction in every respect. "Peabody" service will please you.





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# BUILT FOR THE PUPIL—COMFORTABLE THE NATIONAL LINE



This is the open book rack type. Note extra stretcher, both front and back. This is often chosen in preference to the compartment or book-box type. In seven sizes.



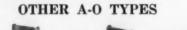
The No. 29 A-O is a sort of Super A-O, intended for colleges and schools where particularly fine furniture is desired. This chair is constructed of specially heavy material. It has curved and shaped back. It is very substantial and singularly attractive and rich appearing.

Pat. Aug. 2, 1921.



Single Pedestal Desk, With and Without Supporting Arm.

Note comfortable appearance of first pupil as contrasted with twisted position of the second. Also note position of pupils in relation to light indicated by arrow.





Book Box Racine Type B.OTHER TABLET ARM TYPES



. No. 43 No. 29 TA No. 131



Moeser Type—Patent Applied For



Showing the A-O in use by pupils varying widely in size. Note comfortable appearance.

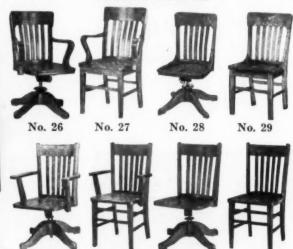


The No. 34 is familiar to school men from coast to coast for it is the most extensively used tablet arm chair in the country, and has become the standard of excellence in its

class. The type shown herewith is the "Racine," with extra stretchers under the seat, both front and rear.

Similar to No. 34 but of lighter construction.







Separate Chairs and Desk. Note Plus and Minus Adjustments of Chair and Up and Down Adjustment of Desk.

#### THE NATIONAL SCHOOL EQUIPMENT COMPANY

No. 232

No. 231

No. 230

ORGANIZED TO TAKE OVER THE MANUFACTURING INTERESTS OF THE NORTHWESTERN SCHOOL SUPPLY COMPANY

**Minneapolis** 

We shall take on a few more high grade jobbing connections for the coming year—Write for Particulars

Port Washington

We will consider propositions to take on part of our line in cases where other parts might conflict with present contracts of jobbers.

#### COMELY—DURABLE—DEPENDABLE THE NATIONAL LINE



No. 101-Semi-Steel Stationary.



No. 94



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A wonderfully comforta-ble and attractive chair. No. 67 Flat Folder







May be had without the Tablet



An Extremely Comfortable and Durable Chair

#### THE DONOVAN (RHOMBOID) DESK



Note line of shadow on faces of pupils. In every instance the right eye is wholly in the shadow and the left eye is turned at such an angle as to be in no danger of harm from the light.

Minneapolis

mneapolis

We shall take on a few more high grade jobbing connections for the coming year—Write for Particulars

We will consider propositions to take on part of our line in cases where other parts might conflict with present contracts of jobbers.



Movable Desk Chair.

E could speak volumes about construction and design of the chairs shown on this page, but if they are not of money saving value what we may say counts for naught.

The St. Louis Movable Chair Desk is properly constructed after intensive study of seating requirements in schools. The best features for comfort and efficiency have been incorporated in the building of the St. Louis Movable Chair Desk. All our chairs are made to save you money in upkeep over a long period of time.

Write us about your seating difficulties. We will help solve your problems.



#### Conrades Manufacturing Company

Makers of "Better Built" Chairs

1942 North Second St.

St. Louis, Mo.



#### The Scientific Study Chair

Your boy or girl away at school or college will appreciate receiving one of these chairs for a Christmas Gift. It will make a splendid piece of furniture for their own room.



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**TABLES** 

FOR THE

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Comfortable, and durable. Built to withstand the difficulties a kindergarten chair is bound to encounter. Two sizes, seat 12" and 14" from the floor.

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Made in two lengths-4 ft. and 6 ft., 21 in. high. Plain oak woods, dark golden oak finish-pure Kauri Gum, semi-gloss varnish.

Legs are two inch heavy stock, tapered and attached to tables by a dowel at top of legs set into top of table, and attached to frame of leg by a heavy rail bolt through the steel plate. Perfect rigidity is thus assured.



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Manufacturers of

SCHOOL AND CHURCH FURNITURE — PHONOGRAPH AND RADIO CABINETS — DOWER CHESTS

#### Cicero Said:

66 EVERY fastening of glue, when fresh is with difficulty torn asunder, but easily, when tried by time," in his essay on The Blessings of Old Age.

Thus twenty centuries ago, Cicero pointed out the weakness of a glue joint, and instead of improving it, posterity has still further weakened furniture construction with a more loosely fitting machined joint which requires much more glue as a binder. Fresh glue holds, then later becomes "torn asunder," because air and moisture penetrate it, for experts claim that glue deteriorates 40% in the first 24 hours' exposure. Further, early hand made joints were in contact at EVERY point, hence the thin layer of glue was forced into the wood pores and atmospheric conditions did not affect it so much, while the factory made joint is not in contact at ANY point but depends upon copious glue to hold it.

It is astounding how much money is wasted on furniture which is no stronger than its glue binder. But the world moves and this money

will be saved -if you use the Inner Braced construction shown in the X-Ray cut. Bound by continuous bands of steel at stretcher and rail, after the nature of the modern steel reinforced



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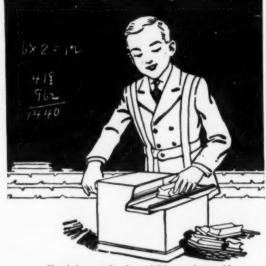
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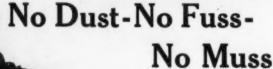
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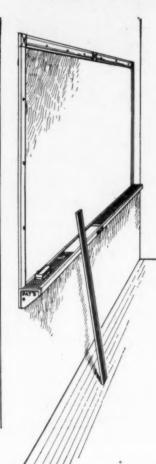
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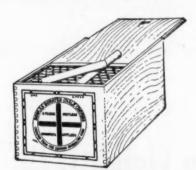
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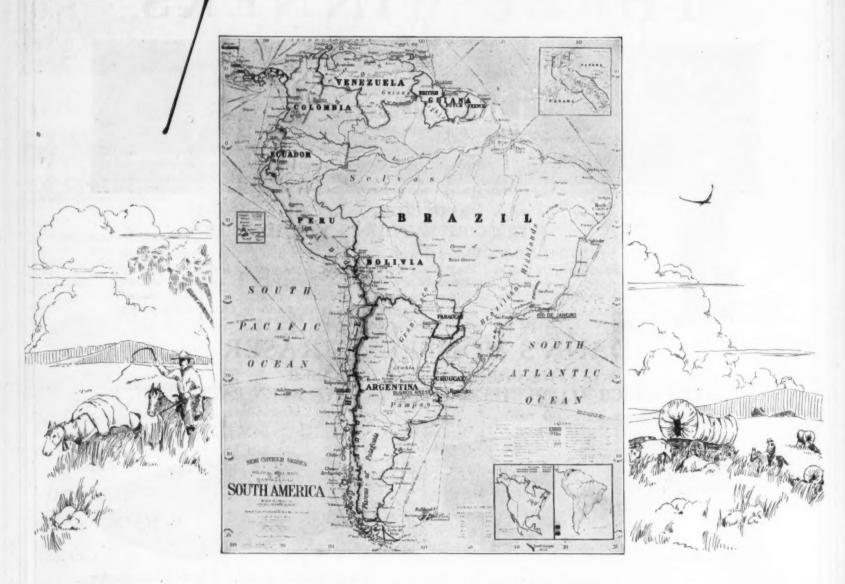
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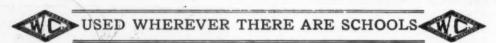
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WM. G. BRUCE, President
FRANK M. BPUCE, Secretary and Publisher
WM. GEO. GIERSCH, Subscription Manager
Publication Office: 354 Milwaukee Street, Milwaukee, Wis.
Eastern Advertising Office: 1 Madison Avenue, New York, N. Y.

Vol. 65 DECEMBER, 1922 Number 6

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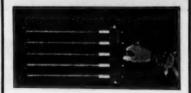
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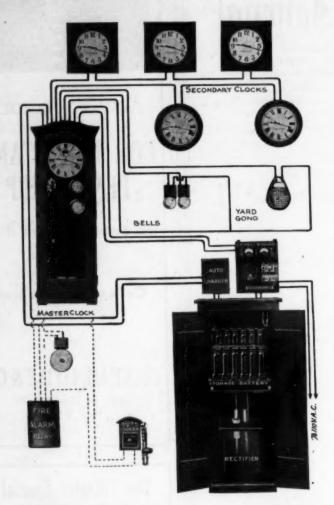
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